

CATHOLIC SCHOOL

Journal

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EDUCATION READING ROOM

Group Dynamics and Catholic Classroom Leadership

Rev. Albert S. Foley, S.J., Ph.D.

Helping the Child to Wholesome Development

Sister M. Amatora, O.S.F., Ph.D.

What Management Expects from the Employee

Sister M. Walter, O.M.

The Church is the Heart of the Community

Sister M. Ellen, O.S.F.

Jesus Sends the Holy Ghost

(A Confraternity Lesson)

Sister M. Francis Jerome, S.S.N.D.



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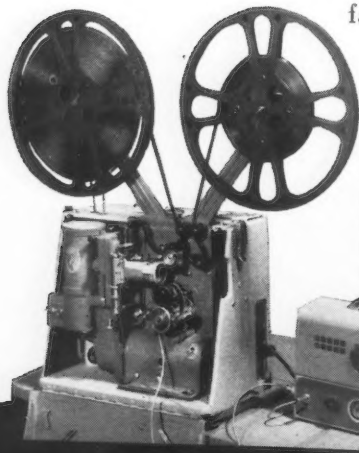
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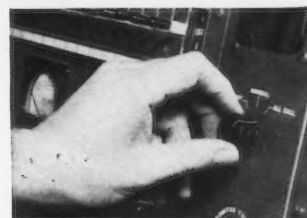
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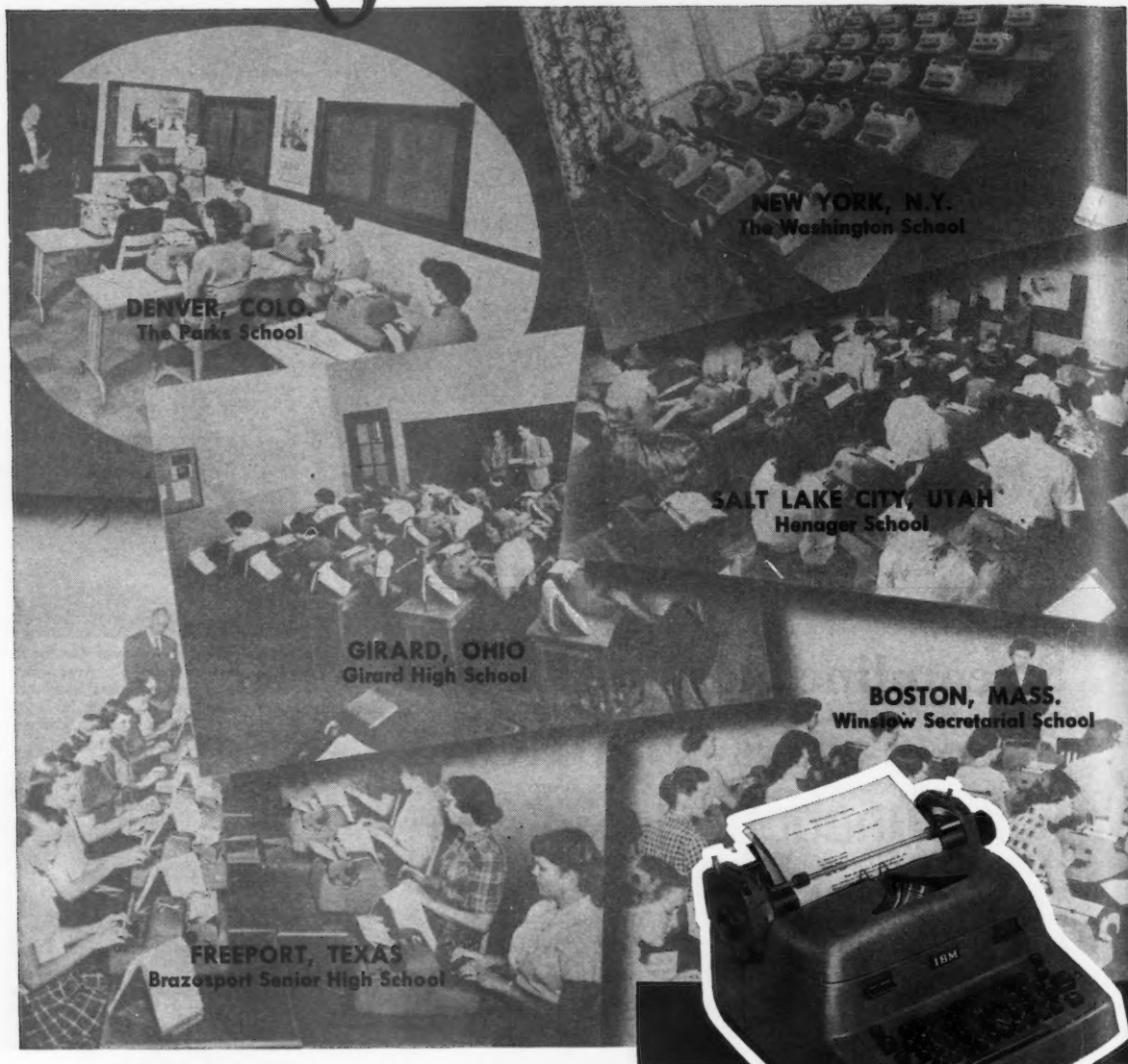
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JUNE THOUGHTS

Should teacher leadership be autocratic or democratic? Father Foley's study and survey of the field favors the democratic.

What causes juvenile delinquency? Dr. Roberts, an experienced psychiatrist, says that the principal cause is the failure of parents to train the preschool child. He says, get the parents young and train them.

Can you start courses in vocational education? Father Coyne tells us how it was done in his school.

Do your commercial students know what employers will expect of them? Sister M. Walter knows and her article will be an excellent practical lesson for your seniors who will graduate about the time you receive your JOURNAL.

How shall I teach a Confraternity class? Sister Francis Jerome gives us a sample lesson on Jesus Sends the Holy Ghost.

These are some of the practical problems discussed in the June, 1953, issue of the CATHOLIC SCHOOL JOURNAL.

In saying good-by for the school year, we thank you for your kind words of appreciation and encouragement, and especially we thank those readers who have voluntarily offered to pray for the success of your JOURNAL and for its producers. We thank also our many contributors — especially those authors who have waited so patiently for their articles to appear in print. It's too bad that we can't double the amount of material published.

Now we must turn our attention to the opening-of-school number of your JOURNAL, the September issue. We'll get some vacation and we hope that you, too, will get your share. God bless you, everyone.

The CATHOLIC SCHOOL JOURNAL

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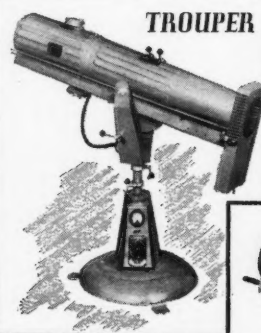
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Some 1952 Educational Films

George E. Vander Beke, Ph.D.*

(Concluded from the May issue)

FORESTRY

Growing Trees for Tomorrow (Filmstrip)
Pat Dowling Pictures. 49 fr., b&w, 35mm.

The Lumber States: U. S. A. — The Pacific Northwest
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

The New Paul Bunyan
Weyerhaeuser Sales. 26 min., sd., color, 16mm.

Paradise Lost
John R. Gregory, 11 min., sd., b&w, 16mm.

Trees — the Oldest and Largest Living Things
Pat Dowling. 22 fr., b&w, 35mm.

Why Trees Are Important (Filmstrip)
Pat Dowling Pict. 29 fr., b&w, 35mm.

GEOGRAPHY AND TRAVEL

Adobe Village: Valley of Mexico
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Andean Glimpses
Burton Holmes. Travelogues, 11 min., sd., color, 16mm.

The Appalachian Highlands (Filmstrip)
Young America. 47 fr., color, 35mm. (U. S. Regional Geography Series)

Atlantic City
Castle. 1 reel, sd., b&w, 16mm. (The World Parade)

The Atlantic Plain and Piedmont (Filmstrip)
Young America. 42 fr., color, 35mm. (U. S. Regional Geography Series)

British Trade and Industry: London and Newcastle
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Building a Nation: Israel
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

The films presented herewith are a selection of the films and filmstrips issued during 1952. The sources used are producers' catalogues and "Motion Pictures and Filmstrips" issued by the Copyright Office of the Library of Congress, Washington, D. C.

The films are arranged according to subject matter.

The first part of the list appeared in the May issue. For list of sources, see *Catholic School Journal*, May, 1953, page 5A.

Canada's New Farmlands: Peace River District, Alberta
United World. 20 min., sd., b&w, 35mm.
(The Earth and Its Peoples)

Caribbean Holiday
Castle. 1 reel, sd., b&w, 16mm. (The World Parade)

Cattle and the Corn Belt: U. S. A. — The Middle West
United World. 20 min., sd., b&w, 16mm.

The Central Plains (Filmstrip)
Young America. 45 fr., color, 35mm.

The Changing Cotton Land: U. S. A. — The Southeast
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

The City That Lives
Hoffberg. 1 reel, sd., b&w, 16mm.

Cross Section of Central America: Guatemala
United World. 20 min., sd., b&w, 16mm.

Denmark (Filmstrip)
Dudley. E.B.F. 69 fr., color, 35mm.

Escape in Canada
Castle. 1 reel, sd., b&w, 35mm.

Factories, Mines, and Waterways: Industrial Western Europe
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Farmer Fishermen: Norway
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Farmers of India: The Middle Ganges Valley
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Farming in South China: Si River Valley
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Farms and Towns of Slovakia: A Danube River Country
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Florida Holiday
Castle. 1 reel, sd., b&w, 16mm. (The World Parade)

Food for Paris Markets: Northern Rural France
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Food for Us
Curriculum. 10 filmstrips in one roll, color, 35mm.

French Canadians: The St. Lawrence Lowland, Quebec
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Geography of the Rocky Mountain States
Coronet. 11 min., sd., b&w, 16mm.

Geography of the Southwestern States
Coronet. 11 min., sd., b&w, 16mm.

Grand Canyon
Castle. 1 reel, sd., b&w, 16mm. (The World Parade)

The Great Lakes Region (Filmstrip)
Young America. 47 fr., color, 35mm. (U. S. Regional Geography Series)

The Great Plains (Filmstrip)
Young America. 44 fr., color, 35mm. (U. S. Regional Geography Series)

The Gulf Plains (Filmstrip)
Young America. 44 fr., color, 35mm. (U. S. Regional Geography Series)

Highlands of the Andes: Peru
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

The Northeast (Filmstrip)
Young America. 48 fr., color, 35mm. (U. S. Regional Geography Series)

Horsemen of the Pampa: Argentina
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

(Continued on page 6A)

*Editorial Consultant for Audio-Visual Aids.

Audio-Visual Aids

(Continued from page 5A)

If I Were Going to England (Filmstrip)

Row-Peterson. 63 fr., b&w, 35mm.

If I Were Going to France (Filmstrip)

Row-Peterson. 50 fr., b&w, 35mm.

If I Were Going to North Africa (Filmstrip)

Row-Peterson. 57 fr., b&w, 35mm.

If I Were Going to Norway (Filmstrip)

Row-Peterson. 63 fr., b&w, 35mm.

If I Were Going to Spain (Filmstrip)

Row-Peterson. 58 fr., b&w, 35mm.

India: Pakistan and the Union of India

EBF. 17 min., sd., b&w, 16mm.

An Industrial Lake Port: U. S. A.— Buffalo, N. Y.

United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Land Behind the Dikes: The Netherlands
United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Land of the Pyramids

Castle. 1 reel, sd., b&w, 16mm. (The World Parade)

Laplanders

EBF. 8 min., sd., b&w, 16mm.

Living in a Metropolis: Greater New York

United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

The Lumber States: U. S. A.—The Pacific Northwest

United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Maine Harbor Town: U. S. A.— Northern New England

United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

New York, the Wonder City

Castle. 1 reel, sd., b&w, 16mm. (The World Parade)

The Northeast (Filmstrip)

Young America. 48 fr., color, 35mm. (U. S. Regional Geography Series)

Norway (Filmstrip)

EBF. 65 fr., color, 35mm.

On Mediterranean Shores: Southern Greece

United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

An Oriental City: Canton, China

United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Our Navajo Neighbors

Mot. Pict. Prod. 44 min., sd., color, 16mm.

The Pacific Coast Region (Filmstrip)

Young America. 44 fr., color, 35mm. (U. S. Regional Geography Series)

People Along the Mississippi

EBF. 21 min., sd., b&w, 16mm.

The Plateau Region (Filmstrip)

Young America. 47 fr., color, 35mm. (U. S. Regional Geography Series)

The Po River Valley: Italy

United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Ports of Industrial Scandinavia: Sweden's East Coast

United World. 20 min., sd., b&w, 16mm.

(Continued on page 8A)

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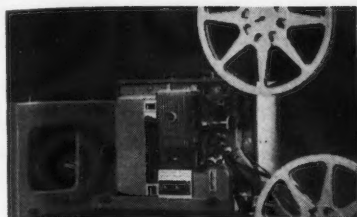
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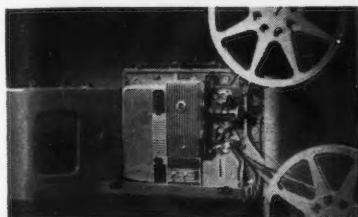
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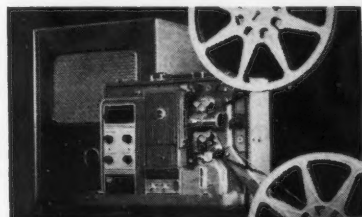
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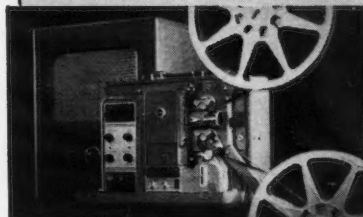
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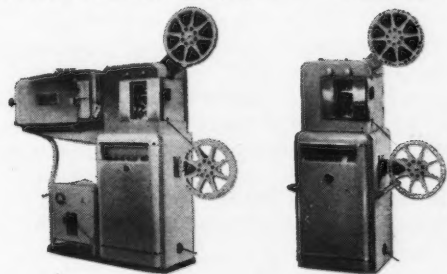
Kodascope Pageant Sound Projector, Model AV-151, with 15-watt amplifier. A powerful high-fidelity amplifier teamed with the extra capacity of the 12-inch Kodak De Luxe Speaker provides sound ample for auditorium projection. Separate bass, treble, and Fidelity controls afford the finest sound quality obtainable with a portable projector. \$530. *Sound and silent projection.*



Kodascope Pageant Sound Projector, Model AV-151E, with Plus-40 Shutter and 15-watt amplifier. Combines the extra light from Kodak's Plus-40 Shutter with the precise tone-and-volume features of the Model AV-151. Its brilliant screening and superb tonal quality enable you to meet every 16mm. sound requirement short of a theater-type installation. \$530. *Sound projection only.*



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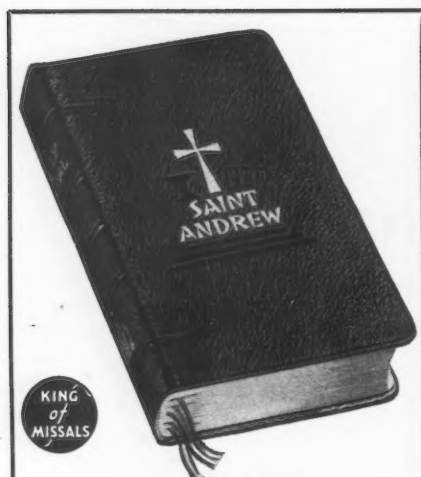
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Audio-Visual Aids

(Continued from page 6A)

Riches of the Veld: South Africa

United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Sheep Ranch Country: Southeastern Australia

United World. 20 min., sd., b&w, 16mm.
(The Earth and Its Peoples)

Then and Now in California (Filmstrip)

Silver, Burdett. 47 fr., color, 35mm. (Then and Now in the U. S.)

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Then and Now in Texas (Filmstrip)

Silver, Burdett. 47 fr., color, 35mm. (Then and Now in the U. S.)

Then and Now in the Rocky Mountains (Filmstrip)

Silver, Burdett. 47 fr., color, 35mm. (Then and Now in the U. S.)

Then and Now in the Tennessee Valley (Filmstrip)

Silver, Burdett. 47 fr., color, 35mm. (Then and Now in the U. S.)

Then and Now on the Great Plains (Filmstrip)

Silver, Burdett. 48 fr., color, 35mm. (Then and Now in the U. S.)

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Pop. Sc. 43 fr., color, 35mm. (Our Constitution)

The Executive Branch (Filmstrip)

Pop. Sc. 54 fr., color, 35mm. (Our Constitution)

Germany Divided (Filmstrip)

New York Times. 53 fr., b&w, 35mm. (Report on the News, Jan., 1952)

HISTORY

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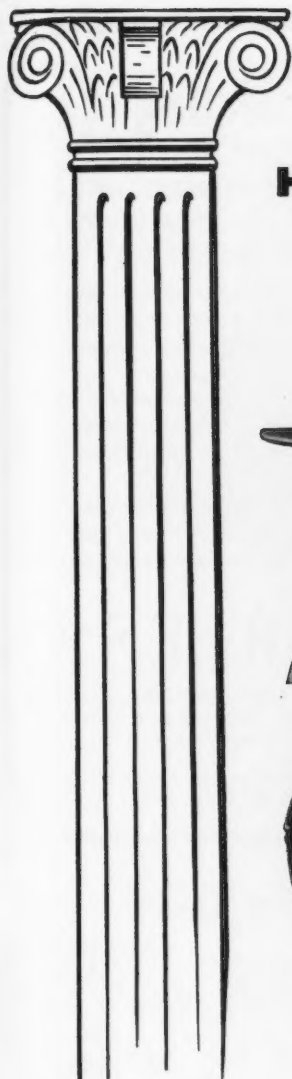
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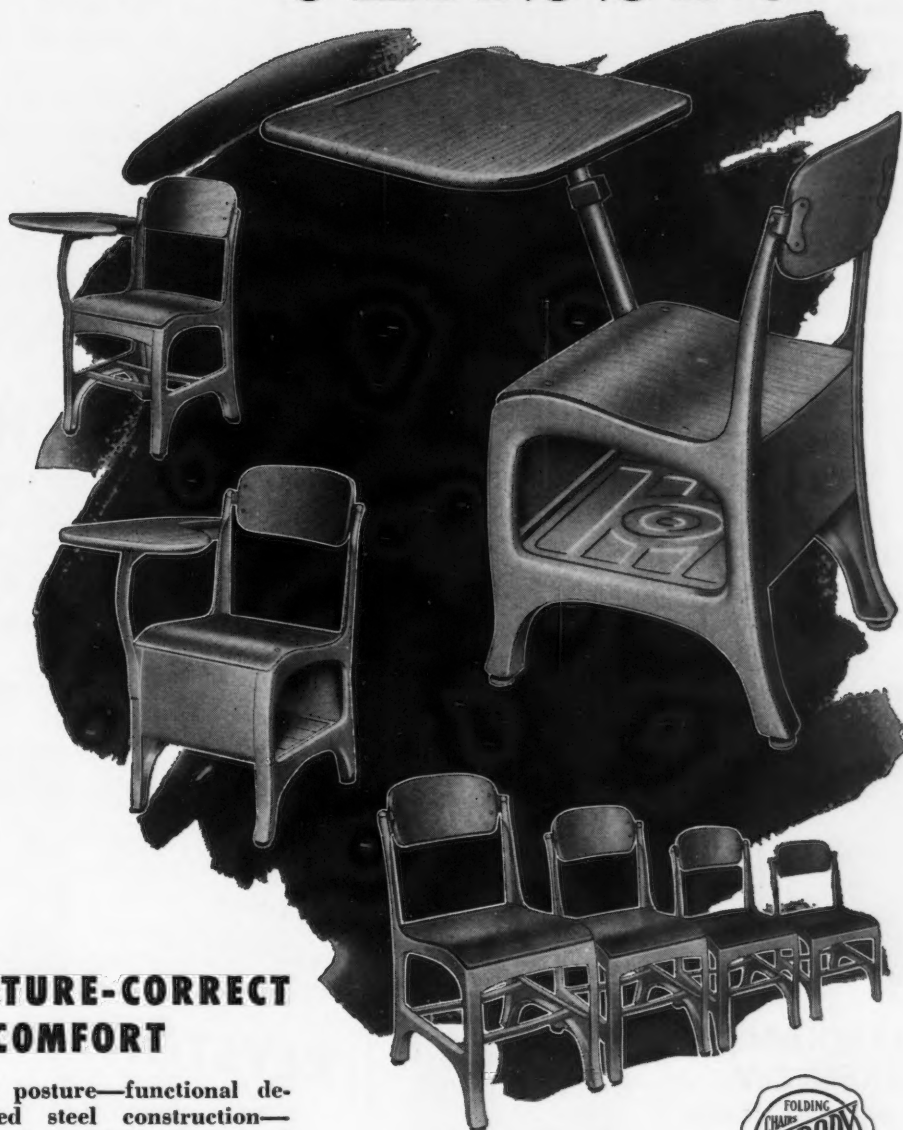
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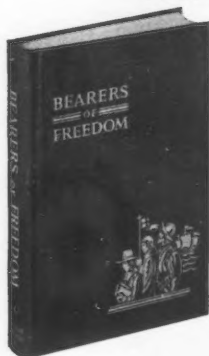
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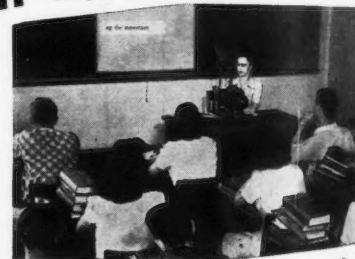
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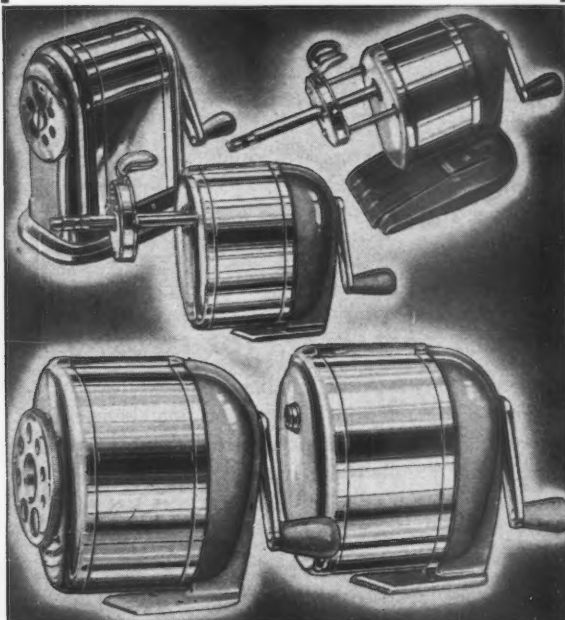
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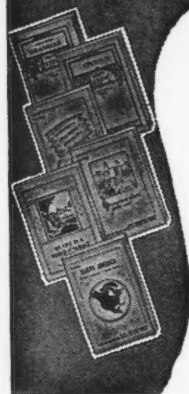
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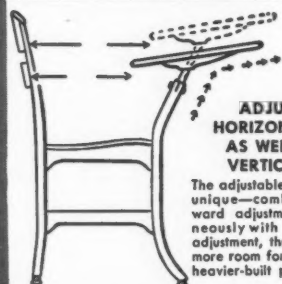
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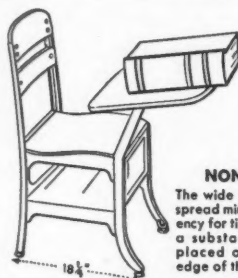
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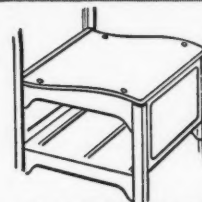
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The CATHOLIC SCHOOL JOURNAL

Vol. 53

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No. 6

Group Dynamics and Catholic Classroom Leadership

Rev. Albert S. Foley, S. J., Ph.D.*

KEEPING *au courant* of new developments in the educational field, many Catholic teachers and administrators have become deeply interested in what one Catholic educator called "the exciting new subject of Group Dynamics."¹

Exciting or not, what is this new subject, Group Dynamics? Whence its origin? What is its educational importance? What does it have to offer to the problems of Catholic classroom leadership of the student group?

What Is It?

Uncapitalized, the term "group dynamics" simply represents a new application of an old concept in social science. For the past century, social scientists have been using the word *dynamics* (Greek: *Dune-Forces*) to refer to the influences or forces operative in social or group life. The dynamics of group life are simply those factors, causes, or influences that bring about group formation or changes. Among these "group dynamics" leadership holds an important place.

When the term is capitalized, "Group Dynamics" usually refers to the new impetus given to the study of group life by the late, great social psychologist, Kurt Lewin (1890-1947). He is generally credited with coining the term and limiting its usage to the study of the social forces of the small, face-to-face group, such as the work group, the play group, the conference, or the classroom group.

Lewin's fame rests mainly on his ex-

perimental work with the leadership of small groups, like the classroom group.

While he was still teaching at the State University of Iowa, Lewin, in co-operation with Ronald Lippitt and Ralph White, experimented with school-age boys to determine their reactions to different types of leadership. They were subjected to three kinds: the overly strict, autocratic, or authoritarian type; the weak, inept, overly permissive, *laissez-faire* type; and the intelligent, warm, helpful, "democratic" type.

The results of his scientific experiments gave added confirmation to the obvious facts that almost any experienced teacher soon or later learns from classwork.

Your Choice?

Lewin discovered that the unreasonably strict, overbearing, dictator-type "authoritarian" caused resentment, hostility, aggression, apathy, and dependency in the boys. He stifled interest and initiative. He created a group of "goldbrickers," work dodgers, subservient, obsequious, outwardly obedient but inwardly frustrated and maladjusted youngsters.

Under the weak and inept *laissez-faire* type of leadership, the boys were equally unhappy. Lacking the minimum amount of guidance and instruction, they floundered about. They became discouraged, discontented, and destructive. Without the necessary know-how, they could not successfully complete the tasks they undertook. Rowdiness and "scapegoating" as well as fights and altercations resulted from the absence of intelligent leadership.

The "democratic" leaders, on the contrary, evoked a better response from the

youngsters. Offering them a variety of well-thought-out plans, and allowing them some choice in the matter, the democratic leader showed a respect for their dignity as human beings and their legitimate wishes and aspirations. He helped them by suggestions, by praise for their good work, by sympathy, understanding, and encouragement. All in all, he was an "ideal" leader, and he won the group's co-operation and enthusiasm.

Even Infants Know

Lewin's original experimentations have been repeated in many educational settings by other scholars as well, invariably with the same results. Harold H. Anderson, who was at Iowa at the same time as Lewin, independently applied two of the three types of leadership to the teacher role in the kindergarten setting. Though he called his autocratic type the "dominative" teacher, and his democratic type the "socially integrative" one, he approximated the Lewinian contrast between the two. He found the dominative or autocratic teacher to be an inflexible, rigid, threatening, and dictatorial person, who constantly used force, harsh commands, shamings, and personal attacks in dealing with the children. He discovered that this type of teacher impeded the child's progress in learning.

On the other hand, the democratic or "socially integrative" teacher was a flexible, understanding, sympathetic, non-coercive, open-minded individual who created harmony in the classroom, consistently promoted growth and learning, and evoked a higher degree of participation by the children in the kindergarten.

*Visiting Fellow, Research Center for Group Dynamics, University of Michigan, Ann Arbor, Mich.
¹Dr. John J. O'Connor in "Group Dynamics in the Gospels," *America*, 86, Nov. 24, 1951, pp. 207-209.

And College Students

At the University of Chicago, experiments were also conducted to ascertain student reaction to these two types of leadership. The autocratic or self-centered teacher was felt by the students to be pressuring them to adjust to his demands and to be using force to put over his point of view. Students objected to his sarcastic manner and his lack of understanding of the students' plight.

The democratic or "learner-centered" teacher made the students feel more at ease. He made sure that the students were satisfied with his answers to their questions. He did not inhibit the students in their effort to express ideas they thought important, and when the teacher did give directions, the students accepted them willingly and felt no resentment.

Other studies, principally with experimental groups of college students, have borne out the same conclusions, namely, that the class atmosphere created by democratic leadership is conducive to learning, while that induced by autocratic behavior on the part of the teacher leads to withdrawal, apathy, aggressiveness, and even emotional disintegration. The work of John Withall, Volney Faw, Morton Jay Asch, and Lauren G. Wispe all corroborate these basic findings.

Democracy in Catholic Schools

What do these Group Dynamics leadership researches imply for the Catholic teacher and his classroom performance?

It seems to at least one observer that these spell out in detail what Pope Pius XII stated when he told his audience of teachers on September 15, 1951, "To try to reform young people and convince them by making them submit, to persuade them by force, would be useless and not always right." In other words, the Holy Father was recommending some other teaching methods besides those based on the coercive and threatening nature of authority.

Now, no one would interpret the Holy Father as advocating the complete abandonment of the legitimately authoritative approach in the classroom. Neither he nor the group dynamics theorists suggest this in recommending a more democratic approach *when that type of leadership is appropriate*.

What both suggest is some variety in the leadership a teacher displays in his classroom. If one is *always* autocratic and overly authoritarian, one can expect pupil dissatisfaction, apathy, resistance, tension, and discouragement. Pupils may momentarily be forced to learn more subject matter. But emotionally they will lastingly



— Erika Eid

learn antipathy for the teacher and the school. They will tend to become aggressive and resentful against him and will tend to transfer this aggressiveness to defenseless objects like minority groups, weaker students, or lower classmen.

On the other hand, if the sage teacher varies his leadership style by being "democratic" at least at times, he is apt to engender a greater emotional and spiritual satisfaction on the part of the pupils. There will be a lessening of antagonism and tension and a better grade of interest and co-operation.

The Golden Mean

Are Catholic teachers ineluctably committed to a totally authoritarian system that will not brook the least modification in favor of a "democratic" tone in classroom procedures?

No one familiar with the actual workings of the Catholic school would answer in an unqualified affirmative. True, the Catholic system does recognize and respect the legitimate use of duly constituted authority in those areas of life and of classroom activity where the authority is competent. In other areas, it is quite legitimate to allow the freedom of the children of God to prevail. Thus, the question is not "either-or" but "both-and." Both legitimate authority and legitimate democratic freedom can and should have their proper places and proper balance.

The main problem in the applicability of the findings of Group Dynamics leader-

ship research in Catholic circles is one of finding this balance, especially in the classroom.

It is not enough to say that this balance is achieved by operating the class in a rigidly autocratic manner and depending on extracurricular activities to furnish an outlet for "democratic" tendencies. Even within the classroom, this balance can find its place.

Following Pope Pius XI

The Commission on American Citizenship suggests as much in their statement of principles, *Better Men for Better Times*. Drawn up in response to Pope Pius XI's plea for a greater emphasis on the democratic way of life in Catholic schools, the statement is phrased thus (p. 114):

Education produces its best and most lasting results when, under the free guidance of the teacher and in co-operation with his fellow pupils, the child works out his own scholastic salvation. Since the ability to govern oneself is such an essential requisite for citizenship in the American democracy, it is necessary that it should be acquired through experience in the school. . . . Good order must be insisted on, and respect for authority. But these are best fostered in an atmosphere of freedom in which it is possible to be natural. When a child goes to school, he loses nothing of the sacredness of his personality; his dignity and worth as a rational creature are not diminished in any way. *He cannot learn the art of living in a free society from training under a classroom dictatorship.*

Lest a teacher's classroom leadership veer toward dictatorship, it would be well to bear in mind the different kinds of roles that a teacher fills in his dealings with the class. Of necessity, the "instructional" role is a somewhat autocratic and authoritarian one. As an instructor, the teacher imparts to the students the knowledge they are supposed to receive. In this role, the emphasis is on the competent authority of the teacher. Students expect that the teacher will be reliable and legitimately authoritative in his presentation and development of the subject matter.

On the other hand, the classroom situation often calls for a "discussional" role on the part of the teacher. When he endeavors to clarify the students' understanding of the content material, he moves into this role as discussion leader, putting and answering questions, seeking to ascertain what they have learned and grasped, and feeling them out for difficulties and obscurities.

In this discussional role, the emphasis is on the democratic aspects of the teacher's dealings with his pupils. A proper and

sympathetic respect for their dignity, a due regard for their feelings and their rights as persons to be immune from injury, threats, and traumas, and a patient consideration of their questions and difficulties would mark the democratic teacher as a convinced Christian.

We Need Democratic Teachers

Our students unfortunately do not always receive democratic treatment in classroom situations such as these. One wrote recently of how some instructors stopped students' questions coldly with the remark that they should do their talking after class. Others dismissed sincere inquiries with vague utterances about answers later in the course or in other courses. Still others shut up the questioners with short answers that deliberately misinterpreted the question or that con-

tained implied and often overt attacks on the integrity of the students.

The practice of a democratic type of leadership in this discussion role would spare the students this kind of unsatisfying and frustrating experience. It would point the way for the teacher's practice of the social virtues of common justice and interpersonal charity, all too often neglected by the always-autocratic teacher.

Authority Is Not Autocracy

Admittedly, a great obstacle to this flexible changing of types of leadership on the part of the teacher is his fear that he will lose "authority" or that discipline will suffer. Finding the students rebellious against his authority when he is strict, the inexperienced teacher imagines that they will be all the more rebellious if he be less strict. The Group Dynamics studies in

leadership do not bear this out. They rather point up the fact that students are rebellious against *autocracy*, not authority. They demonstrate that the insufferable dictator, the overbearing denominator, and the punitive threatener actually create rebelliousness in students. Whereas the teacher who exercises his authority reasonably, intelligently, and with a well-rounded regard for the dignity and rights of his pupils will be more apt to evoke co-operation than rebellion.

Of all the dynamics (forces, influences) at work in the classroom group, that of the teacher's leadership is most important for the progress and mental health of his students. A wise and prudent use of democratic leadership will enable the teacher to fulfill the ideal of the Christian schoolmaster in a much better way than will any type of authoritarian autocracy.

Practice For Student Teachers

Francis X. Guindon, Ed.D.*

EVEN the most casual observer of educational practice scarcely needs to be reminded that most states require that candidates for teaching certificates have a period of introductory experience in the school. Woellner and Ward¹ have presented a thorough study of state requirements for teaching certificates. A check of their summary of state requirements reveals that (as of March, 1949) 45 states required practice teaching (or equivalent regular teaching experience) for a regular secondary school certificate and 39 for an elementary school certificate. Four states were recorded as requiring student teaching for junior college certificates. In addition, the District of Columbia required practice teaching at both elementary and secondary levels. No state required less than two semester hours or its equivalent in clock hours.

Since publication of these statistics, Massachusetts, long the lone state maintaining local autonomy in certification matters, has enacted state-wide certification regulations. These regulations, as implemented by the state department of education, require, by September 1, 1954, that all new entrants into teaching in

Massachusetts must have had at least two semester hours of student teaching or equivalent experience in other states.²

It is apparent, then, that, in order to prepare students to enter the teaching profession with proper certification, practice teaching is no longer a "desideratum" but a necessity in Catholic teacher-training institutions. Moreover, it normally becomes the duty of the training institution, or its faculty, to evaluate the teaching potentialities of its students. How can such abilities be assessed without observation during an actual period of directed teaching? Evaluation based on such observation is of extreme practical value to the administrator attempting to fill a vacancy in his school system. Hence, from an eminently practical point of view, practice teaching becomes advantageous both to the student and the training institution.

Establishing the Program

However, the main object of the moment is not to discuss the merits of practice teaching but rather to indicate the framework of such a program and the administrative measures which can render it most valuable to the students, the college, and the co-operating schools.

Basically, the main problems confronted

in establishing a student-teaching program in a Catholic college revolve around the scheduling of classes and making the best possible use of the student's time. The magnitude of these problems can be seen from the following demands on the prospective practice teacher:

1. The student should have completed all courses in his major subject by the middle of his senior year. This will allow him greater freedom in his final semester.
2. The student should have completed at least nine semester hours (three one-semester courses) in professional subjects prior to his period of apprenticeship. Included in these courses should be a general course in teaching methods or a special methods course in the subject to be taught.
3. The student should be free from all collegiate classes during the hours when the co-operating school is in session for a minimum of eight weeks (preferably the whole semester) during his final collegiate term. This will enable him to devote sufficient time and energy to his teaching.
4. The student should spend all or almost all of the school day, five days a week, in the co-operating school teaching, observing, and performing other ordinary school duties.

These considerations admittedly put a

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¹Robert C. Woellner and M. Aurilla Ward, *Requirements for Certification of Teachers, Counselors, and Administrators*, 14th edition, University of Chicago Press, 1949.

²Chapter 278, Acts of 1951, as clarified by the Massachusetts State Board of Education, July 17, 1951.



— Photo by Lil & Al Bloom

Freedom for Everyone. These boys from a high school class in civics are signing the freedom pledge.

strain on the schedule maker, particularly in those colleges and universities where required philosophy credits comprise a large segment of the total degree requirements. Where eight to ten hours a week of philosophy and theology courses are required in the senior year, the most logical solution seems to be the formation of a special late-afternoon or evening section of these courses for the student teachers. Thus, no interference with the student's teaching time would be necessary.

The completion of major requirements and prerequisite professional courses may necessitate the taking of an extra elective during the junior year or the first senior semester. Such an eventuality should not create more than a routine administrative problem. This process may even serve to weed out those whose zeal for teaching is not equal to the extra effort required of the practice teacher.

Selecting the Students

Of paramount importance is the selection of the students who are to benefit from the period of practice teaching. Necessarily, only those who seem capable of becoming successful and of reflecting credit on the college should be chosen. Among the criteria to be used in the selective process are the attainment of a creditable scholastic average, an earnest

desire to enter the teaching profession, and a wholesome personality.

The period of apprenticeship is profitable to the student only in the degree to which he projects himself into the life of the school. Ideally, then, the practice teacher should gain as wide experience in observation, teaching, and sundry other school duties as his time and the co-operating school will allow. Where this experience is continuous (as required by several state certification regulations) the student teacher has a far better opportunity to know his pupils, to share in their learning and in their problems, and to become familiar with school routine than would be the case were he to come to the co-operating school only one or two days a week. Moreover, administrators in co-operating schools almost unanimously prefer the continuous type of student teaching as being more beneficial to pupils and school alike. Some school systems will accept student teachers only under these conditions. Hence, if for no more compelling reason, the maintenance of good college school relations would indicate the selection of this type of apprenticeship.

College School Co-operation

Once the program of practice teaching has been initiated, it is essential that close

liaison be maintained between the college and co-operating schools. This can be accomplished best by the director of practice teaching or the members of the college staff who supervise the apprentices in the field. Circumstances may result in one person being both director and supervisor.

The duties of the director of practice teaching will normally include a thorough screening of prospective teachers to insure that only those with desirable personal, academic, and professional qualifications are sent out as representative products of the college. The task of placing student teachers in school systems where they will obtain a high quality of assistance and training also falls upon the director. In this connection attention must be paid to the location of students near enough to the college so that they may attend regular classes in the late afternoon, if such is necessary in the local program. Thus, a person, preferably a full-time member of the college faculty, with wide acquaintance among school administrators is desirable as director.

One means of facilitating placement and insuring the thorough co-operation of the school systems is an agreement between the college and the schools to allow a teacher or administrator from the system to take a graduate or upper division course at the college for credit but without charge. First priority usually is given to the critic teacher under whom the student performed the major part of his apprenticeship, but the course may be reserved for any member of the system at the discretion of the superintendent. In this connection colleges having a graduate school have a distinct advantage over those which do not, since graduate credits are of more value to teachers seeking advanced degrees, promotions, and additional increments. Where this plan is utilized, the director is responsible for informing the co-operating school systems of available and unused course credits.

The College Supervisor

The supervisor, if he be not also director, has certain separate and distinct functions. His primary responsibility is to join with the principal and teachers of the co-operating schools in extending helpful and constructive criticism to the apprentice. This should be done by personal visitation of the apprentice in the classroom at least twice during his period of training (more often, if possible) and conferences with critic teachers. Such visitation is not only of inestimable value to the teacher, but also gives the co-operating school positive indication of the college's genuine interest in the future of

the profession. Moreover, it may well result in a better realization by the college of desirable preservice training experiences for teachers. Many public school systems refuse to accept student teachers unless proper supervision by the college is assured.

Class and Individual Conferences

As a means of co-operative problem solving by practice teachers and as a medium for discussion of instructional techniques, it is advisable to have a weekly meeting of all students with the supervisor or director. In such meetings problems common to the group can be discussed and suggestions for their solution made by the supervisor. Time should also be provided for individual conferences between supervisor and student wherein atypical problems may be considered and individual weaknesses diagnosed and remedied. A major portion of the supervisor's time should be devoted to visitation and student conferences. If circumstances permit, supervisors should be specialists in the subjects over which they exercise supervision. Unfortunately, this condition could exist only in a large school of education where a 10 to 15 student case load could be undertaken by each staff member.

Insure Fair Appraisal

The evaluation of progress being made by apprentice teachers is manifestly a difficult task. Certainly the supervisor should not be the sole judge of a student's period of observation and teaching. Even by frequent visitation he cannot obtain a full picture of the student's adjustment to the school and the teaching situation. Hence it is desirable that the school share with the supervisor the responsibility for evaluation. A convenient means of facilitating this process is the use of an appraisal form. Normally the supervisor will make a formal appraisal after each visit and the school will be asked to rate the student at the conclusion of his period of apprenticeship. The rating device used should give not only a detailed analysis of the student's teaching skills and subject matter knowledge, but also of his personality qualifications for teaching. Space should also be provided for school officials and supervisors to append general comments or explanatory remarks along with an over-all rating. By such a co-operative evaluating process the student's everyday performance can be balanced against his reaction to the pressure of supervisory visitation.

Placing Student Teachers

As a practical and necessary culmination of the program of practice teaching, adequate emphasis should be put upon placement of those who have thus sought an introduction to their professional career. Contacts made by the director and supervisors, and by the students themselves, can be invaluable. In those institutions having small enrollment in the teacher-training program, placement can perhaps best be channeled through the general placement office. For colleges having several score participants in practice teaching, a specialized agent for educational placement is to be desired. Depending on the local situation, these duties may fall upon the director or supervisor of practice teaching whose wide professional contacts can be used effectively. In the larger teacher training institutions, a full-time placement director may be advisable to care for both past and present students. For this reason careful and frequent follow-up of past students is eminently desirable. By this means also, former students can assist the college in making administrative and curricular changes which would better orient the next generation of teachers.

The Heart of the Juvenile Delinquency Program *D. W. Roberts, M.D.**

THE problem of juvenile misbehavior, ranging from the merely rude and undisciplined to the criminal with its devastating effects, social and individual, challenges the attention of all thoughtful persons. Social workers, psychologists, probation officers, and other personnel of the courts come up with various answers all of which have merit—heredity, broken homes, poor schools, inadequate mental and emotional hygiene, falling off of the churches, bad movies and television, economic injustice, and congested urban life.

1. Pre-School Training Needed

These undoubtedly contribute to the problem but they all deal with the problem *after the fact*. Forty years in the practice of psychiatry, studying and treating sick or crippled personalities have convinced me that the only secure basis for dealing with the problem is the preventive rather

than remedial one. Consequently, the explanation of juvenile behavior is found not in the adolescent years, nor even in the school years, but in the pre-school basic behavior patterns formed in the home.

2. Need for Training Parents

The basic problem, therefore, is early training for parenthood, beginning in their own high school days. They must not only understand the child and techniques for his training but they must be fully aware of the unfortunate moral and spiritual climate of contemporary life. They must understand the importance of the emotional stability of children, of respect for authority, of the spirit of co-operation, and the character of human development in all its phases in these early years. Most important of all they must understand that basic behavior patterns laid down the first six years will always be an anchor or a fundamental handicap, depending on the pre-school management of their children.

3. Subsequent Training

This basic point of view, however, does not imply any belief that after pre-school years of the child nothing can be done about his personality and character. Much can be done. There is abundant evidence of highly successful constructive personalities who have overcome the handicaps of faulty pre-school backgrounds. It is wiser, however, to begin constructively than to try to remedy mistakes of pre-school training. Educators, aware of this fact, are presently pushing back the school curriculum to provide nurseries for two year olds. This is to compensate for inadequacy of parents and the home. It would be far better to use more of the budget to train young people for intelligent parenthood, never forgetting that the school is always acting *in loco parentis* and the home must remain continually alert and vigilant throughout the child's life. Accepting this basic principle will give the school and

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social remedial agencies a new approach to their problem youngsters and result in more intelligent effective remedial efforts.

4. Defects in Many Better Homes

Juvenile courts are filled today with youngsters guilty of every crime found in adult courts—stealing, dope addiction, drunkenness, and murder, as well as innumerable minor offenses. The number of neurotics and mentally ill among adolescents is increasing at an alarming rate. When these youngsters come from poor or criminal backgrounds, the explanation is easy but why do many come from average or better backgrounds?

This train of thought is induced by two shocking incidents in the city in which I live. Two boys have murdered their mothers—one also killed a younger brother and sister. These boys of normal intelligence were both from good homes. Their parents were devoted and responsible, but devotion, without a proper sense of values, intelligent discipline, and understanding can mean, and usually does, overindulgence. Faced with erratic discipline for a misdemeanor, such youngsters often act as these two did, with complete lack of regard for right or wrong or any sense of the consequence of their action. They are, one might say, an exemplification of our civilization with spiritual and emotional maturity lagging far behind physical and mental growth. Emphasis is always on getting, not giving. They want what they want when they want it and there is trouble if they don't get it. They have no conception of their obligation to earn what they get—something for nothing. There is no respect for authority outside one's own desire—no anchorage to abiding standards of right and wrong.

It is currently popular to blame parents for their children's early emotional repressions: hate, fear, or jealousy of mother or father, manifested later in frustration and rebellion causing misbehavior, neuroticism, or crime. In our opinion the difficulty lies much more frequently in the total absence of training in deep-seated attitudes and habits which will act as brakes or controls on future conduct. So-called old-fashioned parents did a better job than many of today, made introspective by a smattering of pseudo-psychology.

Thus the serious deficiency in the home reflects the prevalent materialistic philosophy and a lack of knowledge of the child and techniques for training him.

5. Inadequate Training for Parenthood

What are the implications of the fact that pre-school years are *all-important* in

character building? I will not call it a *theory*. It is a fundamental genetic truth. The infant up to three months has no gray cells. At that time his mental life and personality begin. How he grows, the basic pattern formulated, depends on his mother's and father's guidance and direction. There is your answer to the problem of so-called juvenile delinquency. Indeed, it is not juvenile delinquency. It is parental delinquency. Society has not failed the child; it has tragically failed his parents in allowing them to be married without a ghost of an idea about the most precious responsibility and obligation which is likely soon to be theirs.

Oh yes, the bride may have had a high school course in bathing and feeding a baby. In college she may have had a course in child psychology which leaves her with the idea that the little dear should be uninhibited and free to grow according to his own sweet will and live happily ever after. The potential father almost certainly has no knowledge of his responsibilities in the matter. *He* will try to pay the bills.

6. Our Materialistic Philosophy

In our civilization, so preoccupied with creature comforts, the emphasis of the young couple is on what they can *have* and later on how much they can *give* to their children. Our goal seems to be gadgets—more and better washing machines, garbage disposals, television sets, automobiles, and airplanes. Our measuring stick for success is based on the acquisition of these *things* without regard to method of achieving them. What can be expected of children growing in the midst of parental absorption in an eternal struggle for *things*? Even if the efforts are completely honest hard work, the children not only suffer from lack of intelligent parental guidance but are hopelessly caught in the vicious philosophy of life. If parents have a religion it is apt to be a Sunday affair rather than a vital viewpoint which sets their sense of values in proper order—spiritual values first and *things* after that.

7. Emphasize Spiritual Values

What are these spiritual values? They are contained in the Ten Commandments, the Golden Rule, and the Sermon on the Mount. These embody the immutable, eternal, spiritual principles by which we must live if we are to survive. From the knowledge and practice of these principles naturally flow character traits which are a requisite background for successful parenthood. Such words as unselfishness, truthfulness, honesty, reverence, respect, tolerance, courage, temperance, and usefulness must be revitalized in our vocabulary.

If I seem to have diverged from my original thesis—the importance of training pre-school children—it is because there can be no intelligent understanding of our problem without facing the over-all fallacy in our thinking, feeling, and acting. A new approach must be predicated on a changing emphasis on values. This is a stern challenge to every church, school, service organization, and individual to start right now, with vigor, efforts to revolutionize our philosophy—to substitute ideals for the pursuit of vanishing values of gadgets.

Thus the starting point in answer to the problems of so-called juvenile delinquency is in a *crusade* for spiritual and moral ideals, which will restore human dignity to its rightful place in the order of life and give young parents a sense of dedication to their critical responsibility. Such a revolution in fundamental attitudes would partly compensate for ignorant techniques and method in management, even in these *all-important* first years.

8. Training for Potential Parents

However, there is no good reason why every young parent should not have had training in fundamental principles and techniques for child training. Where and when? The senior high school is the place and the last year, the time. Youngsters at that age would be amenable, even greedy, for this knowledge and grateful ever after for having it. A course, limited to as few as twelve hours, could give them fundamentals, principles, and techniques which would prove invaluable, personally and to the community.

Let's do it now. Why wait until the burden of taxes for the care of young neurotics, dope addicts, thieves, rapists, and murderers force us to do something? Then it may, indeed, be too late.

9. Principles for High School Curriculum

I shall not attempt here to formulate the curriculum but to outline basic principles. There should be a brief historical background of great civilizations which have disintegrated and an analysis of the causes. This would naturally include a discussion of spiritual and moral values. Young people eager for high adventure could have their interest and action channeled into enthusiasm for a share in creating a better and safer world for themselves and their children, if the challenge is thrown to them with clarity and urgency. The transition to the importance of intelligent parenthood can easily be developed from this background.

There must be a thorough explanation

of the threefold nature of the child — body, mind, and spirit — and that training must include growth in each of these aspects of his nature in order that he be not lopsided but well integrated. The point that fundamental behavior patterns and attitudes are *inexorably formed* in the first four years must be made with clarity and emphasis. That is the point to be "driven home" again and again. I should like to write it in emblazoned letters across the sky. The responsibility will be chiefly the mother's for the first two years. At the end of that period the father shares more and more in the responsibility. There should be complete agreement on aims and methods of training for each phase of development in these all-important years.

10. Criteria for Behavior

What is the criterion for formulating necessary rules and regulations? Certainly not the convenience or whims of parents themselves. It is based very simply on principles which provide for the child's health and safety and the safety and well-being of his human and material environment — love of God and neighbor and respect for the rights of others.

11. Methods of Discipline — Authority

The method for achieving conformity to the rules should be a positive "no" for certain absolutely forbidden behavior — never "don't," which has a connotation of challenge. Careful thought should be exercised before assigning any behavior to the "No" category. There should not be too many "no's." Once determined, however, they should be immutable.

Scolding, shouting, nagging, and carping are futile, wasteful, even destructive means. A thirteen-year-old boy who murdered his mother recently gave as his reason, "She was always hollering at me."

As the child becomes a mischievous toddler, quiet positive firmness, praise, or completely ignoring the misbehavior usually achieve discipline. If these methods fail, the judicious use of a keen switch (not slapping or spanking) is recommended. Association of this sharp pain with forbidden behavior soon "does the trick," just as the child learns from one or two unpleasant experiments with the hot stove or radiator to avoid it.

It should be pointed out here that much breath is worse than wasted in silly attempts at this age to reason and explain to the child why he should or should not do certain things. Obviously, the time for sweet reason comes later. But now is the time he must learn *unquestioning obedience* in his first experience with authority. The importance of this factor cannot be over-

emphasized. The complete lack of respect for any authority of God or man is probably the one trait which all our young offenders have in common. It is comparatively easy to make respect for authority a part of the personality behavior pattern in this formative period. Afterward it is immeasurably difficult. In fact, it becomes an accretion to character rather than a basic trait. Thus, the fundamental quality of the early pattern will always be a potential danger to the personality or a solid foundation for a good life.

This is not to say that the goal of behavior is not self-discipline. Strangely enough those who have no respect for authority outside themselves seldom, if ever, develop authority over themselves.

The effect on the child of the certainty, justice, and absolute co-operation of his parents in dealing with him (a condition obtained only by the parents' previous training in purpose and method) is most significant. The child becomes a good little citizen in a secure family because he respects parental authority. That respect becomes a vital part of his growing love for his parents and the basis for his future respect for authority which he will encounter in the community life.

12. Parents Are Not Prepared

On the contrary, what really is happening in the home? Young mothers and fathers, completely unprepared, have no clear-cut, thoughtfully agreed-upon plan. They have no idea of the awesome and

far-reaching importance of their mishandling of their children in this formative period. The mother frustrated in futile attempts at discipline "passes the buck" to father and they both pass the buck to school, church, and other community agencies at the first opportunity. The end result is apt to be an undisciplined youngster extremely versatile in having his way "by hook or crook," this in varying degrees, *depending on what happened at home.*

13. Results of Training Parents

Young parents fortified with knowledge of their tremendous responsibility and the simple basic principles of meeting it in the care of their pre-school children will make a contribution to human happiness and welfare, unmatched by any other device society can contrive.

Just as a faulty behavior pattern leads inevitably to some form of maladjustment or deviation from a good life, the right pattern is the only sound basis for a good life. It is true, of course, that such persons may wander off course many times, but there is always the North Star of their fundamentally good behavior pattern to guide them back. Remedial agencies of the community have something on which to work when youngsters with this background of early home training run into difficulties, rather than the solid wall of resistance which they often meet.

14. Present Need Is Urgent

The urgency for constructive and widespread action is critical. The present sporadic efforts in this field are wholly inadequate. Nothing short of instruction in parenthood for *all* our high school seniors is commensurate with the magnitude of the problem, so let us do it. Let us give them the sure knowledge of their sole responsibility for training their children in those first critical years. Let us give them instruction in the nature of the human spirit and the laws of growth. Let us give them a few simple basic principles and techniques primarily for the establishment of the respect for authority in the pre-school child so that their children will have a North Star to guide them in their perilous uncharted journey into an ever changing world. Whatever new and unfamiliar experiences they encounter they will have a natural basic tendency to choose the constructive. We shall give them their birthright to a good life, instead of frustration presently expressed in a gamut of antisocial behavior. We shall serve not only the children but our country well. We shall not have founded a Utopia but we shall have taken one vital, concrete step toward the solution of juvenile misbehavior.



— G. C. Harmon

Helping the Child to Wholesome Development

Sister M. Amatora, O.S.F., Ph.D.*

IN HIS superb encyclical on the "Christian Education of Youth" the late Pope Pius XI begins with the apt quotation of Christ Himself, "Suffer the little children to come unto Me." From here he proceeds to stress the importance of the task of Christian education: "It is therefore as important to make no mistake in education, as it is to make no mistake in the pursuit of the last end, with which the whole work of education is intimately and necessarily connected." The Holy Father makes it plain that all true education must prepare man for "what he must be and for what he must do here below" in order to attain his final goal.

A Threefold Development

Education of the whole child necessarily implies a threefold development—physical development, mental development, and spiritual development. Not only must the body and mind be educated, but the soul must also grow and develop, if that development is to be wholesome and the child's education complete.

A child does not grow in a vacuum; neither does he develop in segments. Whatever influences the child both from within and from without is influencing the total child. For example, in the period assigned to physical education, the child is not developing physically only. Even here he may be imbibing sound moral training. He has to learn to be a good loser.

His social development goes on in the group work in the classroom as well as in group games on the playground. His emotional development is likewise proceeding in one direction or the other all the while: Either he is learning control and daily gaining more emotional stability, or he is letting himself slide downhill along the path of noncontrol and instability.

The child's spiritual development is by no means confined solely to the religion period. How often do not the teacher's comments, the teacher's attitudes, and the teacher's actions speak more loudly than her words. Suppose the morning's Catechism lesson deals with *anger*. Will the child be stimulated to practice self-control when he sees his teacher fly into a rage frequently, and upon the slightest provocation?

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Teacher Influence

Whether she wishes it or not, whether she is aware of it or not, the various personality traits exhibited by the teacher in the classroom do have an influence upon the personality development of the children. A number of research studies, particularly those that have appeared in the past decade point conclusively to this fact.

Perhaps the most extensive among these are the investigations of Anderson and his colleagues published in several monographs by Stanford University Press. Their *Follow-up Studies of the Effects of Dominative and Integrative Contacts on Children's Behavior* is worthy of serious study. Using the method of controlled observation and recording, they have studied intensively pupil-teacher relationships in specific situations in the kindergarten, second, third, fourth, and sixth grades.

The results of these studies point conclusively to the main direction of influence from teacher to pupil. Integrative teacher behavior encourages integrative pupil behavior; whereas, on the other hand, dominative teacher behavior not only provokes conflicts and misunderstandings but stifles spontaneity and social development in the children. These studies also showed that a change in the teacher personnel did result in changes in pupil behavior, but a change in pupil personnel did not significantly change the pattern of the individual teacher behavior.

In some of her own researches the writer found low but positive correlations between teacher and pupil personality on every trait measured, when comparable scales were used both at the adult level and at the child level.

The School Environment

Important though she be, the individual teacher is not the whole influence. The entire school environment plays its part upon the development of the child. This includes classroom contacts as well as any and all extracurricular, cocurricular, and even the simple casual corridor or outdoor contacts.

A harmonious environment is essential to the healthy, wholesome, complete personality development of the child. The school must function as a unit. It is the environment of the child's social living for

the greater part of his day. Often, too, it must supply for what is sadly lacking in the home. Neither one teacher nor all of the teachers can accomplish the objectives of education by their own efforts. Teachers and children must contribute jointly to the success, welfare, and happiness of one another.

In those schools where teachers think and speak well of one another, where children are sincere and friendly in their mutual relationships, where all have faith in each other, where all are eager to help one another, the seeds of kindness, sympathetic understanding, and cheerful co-operation will bear fruit and blossom into the well-rounded, healthful, wholesome, and spiritual characters so much desired for the children.

True, teachers colleges are doing a great deal to educate future teachers in the understanding of human relationships in the classroom. Yet, it happens that there are in-service teachers who feel that they do not have the ability and/or tact necessary to cope with the diverse situations that arise in this regard. Such a one need not be discouraged. Should a teacher find herself deficient herein, let her be encouraged in knowing that it is possible for her by study and training to change her habits of working with children so as to improve greatly the human relationships in her classroom.

Help Where It Is Needed

In practically every classroom there will be found one or several of the various outstanding classes of problem children. There is the isolated child and there is the bully; there is the timid and shy individual and there is the braggart; there is the tomboy, the apple polisher, the attention getter; there is the child whose clothes are different, and the adolescent who comes from the wrong side of the tracks.

All these need individual study on the part of the teacher before she can help them in their particular difficulties. For example, before a teacher can help the isolated, the shy, or the timid child, she must identify the cause of the isolation, the timidity, or the shyness. After that is determined, she will study the possibility of removing or reducing the cause or causes. At times, this may be done rather easily, but more often it is not an easy matter. When differences exist between

children and they cannot be removed, it is sometimes possible to lessen the gaps between them, or to create tolerance for the difference. Perhaps in a given situation the difference is more artificial than real. In this case, increased acquaintance may be helpful. Again it may be that social skills need to be taught.

At other times, a new and better form of compensation for a deficiency may be worked out with a child. To teach a shy boy or girl some skill which the others do not have, may make him to be sought and admired instead of ignored as formerly.

Children of different maturity levels may need to be shifted to groups of their own peers. Then, too, there are numerous other devices that may be used to give the isolated child greater opportunity for the favorable attention of his fellow pupils, such as rearrangement of the seating plans, appointment on committees, assignment to special tasks. Differences in race and social status should not create a problem in a Catholic school, yet the influence of home and neighborhood attitudes does at times provoke such. Here the best remedy seems to be the inculcation of correct Catholic doctrine and teaching on these matters.

In all cases tact and discretion must be used for friendships, even among children, are never forced.

Study Your Problems

On the other hand, the teacher must not ignore the problem for fear of inability to cope with it. In one way or another every child in the classroom is influencing his classmates. If this influence is not beneficial, it will be detrimental. In the ordinary run of things, the social training which the children give and receive among themselves tends to accentuate their personality deviations, rather than to remove them. The child who withdraws from the group is ignored and allowed to continue his isolated behavior. The child who is aggressive meets resistance which strengthens his tendency to fight. The leader and the follower seldom have their roles reversed by their fellows. Thus practice makes for increased dominance in the one and increased submissiveness in the other.

In all these cases, it is the teacher who must study the individual child, find out the cause of his being "different" and then look about for ways and means of correcting the situation. No one "master formula" can be given, as each child's total pattern will be different, and he must be handled as an individual.

All of this presupposes an adequate understanding of the child: his general capacity, his special abilities or disabilities, his penchants, aspirations, attitudes, voca-

tional aptitudes, developing needs, physical condition, temperamental characteristics, emotional or intellectual conflicts, hampering personality traits, his motives or reasons for acting as he does, his defense or escape mechanisms, if there be such, and so forth.

Helping the Child to Help Himself

This may seem like a large order, but upon analysis, it will prove not quite as formidable as its first appearance seems to indicate. There are many tests on the market today to assist the teacher, at least partially. True, pencil and paper tests are by no means infallible, and the very people who construct these tests would be the first to warn against their indiscriminate use, against taking any single score too seriously. In any one particular case, the score *could* be wrong, the test *could* be in error so far as *that* child is concerned. However, generally speaking and for the group as a whole, tests are helpful to the teacher. Often a child who needs help is spotted for the first time. His "problem tendency" had not been noticed before. In the group, his score stands out prominently.

Test scores must always be interpreted judiciously, and in the light of all the circumstances that affect them. Existing tests are not instruments of mathematical precision. They are not intended as fool-proof indicators to guide the teacher. But just as the physician, before he treats a disease effectively, must first carefully diagnose the case; so must the teacher endeavor to study all the angles and possible contributing causes before she can diagnose the ordinary scholastic and adjustment problems of her pupils. Most of the problems can be handled by the ordinary classroom teacher, while a few must be referred to the experts, the clinical psychologist, or the psychiatrist.

Using Tests

Besides the many achievement tests which measure the pupil's mastery of specific subject matter, there are also available many personality tests and rating scales, both for teacher and for pupil.

In order to find out just how they stand in the eyes of their pupils, many teachers use some form of teacher rating. Throughout the past decade this practice has been much more prevalent in the public schools than in the parochial schools. Wherever it has been used with the proper and correct understanding by both pupils and teachers, it has been productive of good, both for teacher and for pupils. Before they are acquainted with this sort of thing, some teachers are apt to be a bit apprehensive

lest they be lowered in the estimation of their pupils. However, facts prove that this is *not* the case. Wherever teacher rating has been properly handled, it has served to raise the prestige of the teacher in the eyes of her pupils, their parents, and the community.

Pupil-teacher relationships are often improved through mutual understanding. At times the teacher may become aware of, and then correct, a hitherto unknown, undesirable trait. Again, she may discover why Johnnie or Susie holds a particular attitude toward her, and improve teacher-pupil relationships in that particular case. This will not only help the child's personality development but also increase his learning efficiency.

One such rating scale that has had limited use recently in some parochial schools is the writer's *Diagnostic Teacher-Rating Scale*. This consists of the seven principal areas of teacher-pupil contacts together with two forms of a diagnostic check list.¹

A companion scale is the *Child Personality Scale* for the pupil's use in helping him to spot his own character and personality weak and strong points. This is likewise a rating scale, wherein each child can quickly be given a numerical rating by his classmates, by his teacher, and by himself. Comparing the average ratings of his classmates and those of his teacher with his own opinions of himself, he can readily see wherein they disagree. It is *his* project to improve himself on the undesirable traits, and to continue to strengthen the good points. With the aid of a kind and sympathetic teacher, children do raise their own scores during the course of the year.

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¹Teachers interested in using this scale may write Sister Mary Amatora, c/o Research Dept., 1021 North 14th St., Lafayette, Ind.

Vocational Education: A Case History

*Rev. Joseph A. Coyne, O.S.A.**

IN THE middle of his engineering course at Villanova College, Paul C. Potter decided to change his life's goal. Thus it came about that there was one less engineer and one more priest. After his ordination to the priesthood, Father Potter was assigned to a teaching post at St. Rita High School. It happened that way because both schools, Villanova and St. Rita, are conducted by the Augustinians. The date was 1934.

Being still somewhat of an engineer at heart and not too heavily shackled with the traditions of an academic training, he soon recognized a problem and offered a solution. The boys at St. Rita should have an opportunity to take shop courses. It was all very vague at first. There was no precedent to follow, in 1934, in the Catholic high schools. To remedy this deficiency was Father Potter's germinal idea. Happily it was brought to fruition and offered a solution to an acute problem.

Incidentally I may as well mention the real reason behind this new venture. If you recall the year 1934 was at the end of the big depression. Most of the Catholic high schools of Chicago are tuition schools, privately owned and operated. Too many Catholic parents did not have the money to pay tuition in the Catholic high schools. Too many Catholic students were attracted to the public high schools because of the opportunities to take shop courses, needed in training for gainful employment. Catholic school registration felt the pinch of depression.

Something New*

In order to attract Catholic boys to the environment of a Catholic school and to bolster the enrollment of St. Rita High School something new was added. It was called a technical course, in reality the shops offer training at the industrial-arts level. There was a lot of ballyhoo and advertising. It had glamour and it solved the problem.

Don't think that everything went off as smooth as silk. The "old gard" tossed their weight around in the caucus rooms (re-echoes of: who ever heard of this new fang-dangled stuff in a Catholic high school, etc.; have the old Latin and mathematics and English, they were good enough for me, etc., etc.). The proposition was almost killed in the committee room. But everything happens in the

Note by the Author: The following story has already appeared, substantially at least, in *Tech Training*, June, 1952, published by the American Technical Society, Chicago 37, Ill. It relates the establishment, growth, philosophy, objectives, and some results of the technical course at St. Rita High School, Chicago, Ill.

Providence of God — and authority was given to spend the necessary money to defray the cost of setting up the first shop.

Two experienced shop teachers, Messrs. Culhane and Moffett of Lane Technical High School (Chicago public school system) were asked to help with the new project; a woodshop and a mechanical drawing course were mapped out as an integral unit. William Fleming, a graduate of the industrial-arts department of the University of Illinois, was hired as the first woodshop and drawing instructor. Everything was in readiness to operate the first class, freshman high school, in September, 1936. Father Potter was appointed dean of the technical department.

Something Popular

During the next four years (1936-40) the technical department grew, expanded, and flourished. Courses in automotives, metal and machines, aeronautics, airplane engines, electricity and radio, architectural drawing, and machine design were added to the technical

curriculum. New shops, new teachers, new budgets, and a new building were practical problems which proved difficult — but solvable.

Immediately the technical course became very popular among the new students. It not only justified the confidence of the planners but far surpassed their fondest expectation. Here are the figures: in 1936 there were 436 boys registered at St. Rita High School. By 1940 there were almost 900 and in the year 1950 the school registered slightly more than 1850 boys. During the war years 52 per cent of the entire student body was registered in the technical department. At present 49 per cent of the total registration is taking one of the technical sequences.

When war clouds cast their shadows on the United States horizons in 1940, Father Potter entered the armed services as a chaplain in the U. S. Army Air Corps and your present writer was appointed his successor. Having been appointed to the faculty at St. Rita High School in 1936, I felt some of the growing pains emanating from the new venture. Although I had specialized a little in physics, in addition to my regular course of philosophy and theology, I did have some latent talent in tools and shops. The latter was inherited from my dad rather than the result of any formal training. It was my job to consolidate our technical department. In the process of directing the department I made my share of mistakes, but always learned from them, and always improved. I am quite proud of our accomplishment and quite confident that we can compete with the best of them.

When I assumed the post of dean of the technical department, I visited many public schools, talked to administrators and teachers on all levels — federal, state, and city — seeking advise and counsel. Everyone was ready and willing to help. I cannot let this opportunity pass without paying tribute to their gracious generosity. I would like to name all of them but the list is too long. I must, however, cite these three for their help: Philip L. McNamee, John McCarthy, and John Metz.

The Curriculum

A prospective student is offered four courses of study, at St. Rita High School: academic, scientific, business, and technical. The first two are college preparatory and the latter two are terminal, in the sense that high school may terminate their formal education. Boys are



Meet the Author. This is Father Coyne, O.S.A., dean of the technical dept. at St. Rita High School.

* Dean of the Technical Department of St. Rita High School, 6310 South Claremont Ave., Chicago 36, Ill. This is the sixth of Father Coyne's series of articles on industrial education.

counseled to enroll in the course that will prepare them best for their posthigh school plans. Once the student has selected his course his curriculum is predetermined. For example a freshman technical student must take the following subjects: religion, English, algebra, general science, woodshop, mechanical drawing, and physical education. The third year technical student must take the following subjects; religion, English, physics, modern language, and a technical sequence: aeronautics, electricity, or drawing.

Each technical sequence will have a related subject in senior year following the junior subjects, for example, radio follows electricity; airplane engines follow aeronautics. The time devoted to each shop course is 90 minutes a day, equivalent to two regular class periods, five days each week. The course content is composed of theory, shop, and related mathematics. With this program of training all boys can easily attain our educational objectives.

In the event that a student enrolled in the technical course decides to go to college—and many do—our guidance personnel advise the boy to enroll in the scientific course for the junior and senior years. Results have proved that this combination of two years of technical training and two years of scientific training is the best preparation for college engineering.

All our courses are planned to meet the requirements of the North Central Association, of which our school is an accredited member.

Head, Hands, Heart

You may ask, with this educational plan, what do we profess to accomplish in the area of vocational education? Before I answer that question, I would like to state briefly our philosophy of education, and then answer the question following from that philosophy. In order to educate the whole man, training should embrace that of "the head, the hands, and the heart." The head represents the mental faculties, the hands mean the physical faculties, and the heart pertains to the spiritual faculties. "Not in bread alone doth man live but in every word that proceedeth from the Mouth of God" (Mt. 4:4).

It should be evident, therefore, that any vocational education founded on this philosophy can be, at the most, one third of the entire educational plan. What we hope to do is inculcate some basic training upon which the boy may build in his chosen gainful occupation.

Such basic training could be classified under the three general headings: working habits, thinking habits, and living habits. The working and thinking habits are enumerated in John A. McCarthy's *Vocational Education: America's Greatest Resource*, American Technical Society. The living habits must



CATHOLIC BOOK WEEK AT ST. MARY SCHOOL, ROCKVILLE, MD.

The pupils celebrated Catholic Book Week by holding a Book Fair at the school. Parents and friends of the pupils visited the school and selected the books which they wished to donate to the school library. About two hundred seventy-five books were given to the library. Orders were taken for Bibles which were on display. The picture shows the bulletin board which was used in conjunction with the Book Fair. Sisters of Mercy of the Union are in charge of the school.

include not only information for gainful employment in this world but also, how to live in preparation for our life in the next world—eternal life with our Creator.

During my seventeen years on the faculty, I have had ample opportunity to watch many of the boys grow and mature. Our alumni can be found in all phases of industry, and are earning advancement on merit. To give a specific example of the quality of our training as compared to a national standard, I would like to cite the following. Senior radio students must take, as part of their midyear examination, the tests for amateur radio operators license, novice division. The tests consist of receiving and sending code along with theory and it is administered in the Federal building. Everything is strictly impersonal, efficient, and standard. The 1953 group had 26 out of 30 pass the examination the first crack at it. The 1952 group had a record of 23 out of 30 passing the first time and obtaining their licenses. This is a fair indication, against a national standard, of the quality of the course. Incidentally it is one of the best

motivating factors that I have ever seen.

It is encouraging to note that in the Chicago area, at least, vocational education is getting a foothold in the Catholic schools and gradually growing. During the past few years I have assisted, in some small way, the establishment of shop courses in the following schools:

Catholic High School of Joliet, Ill., conducted by the Carmelites.

Gordon Technical High School, Chicago, conducted by the Resurrectionists Fathers.

De LaSalle High School, Chicago, conducted by the Christian Brothers.

St. Mary's Training School for Brothers at Techny, Ill., conducted by the Society of the Divine Ward.

Mendel Catholic High School, Chicago, conducted by the Augustinians.

Some others have written to me from out of town and a few have visited our school to see our setup. In each case, I have helped as much as is feasible, remembering that I received help from many others. There are no trade secrets in education.

The CATHOLIC SCHOOL JOURNAL

Editor

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Congressional Investigation of Subversives

In a diocesan weekly newspaper there are two stories about Congressional investigations of subversives in colleges and universities. These relate to Catholic educational institutions. These are the two headlines: (1) College Heads Oppose Inquiry by Congressmen, and (2) Educators' Stand on Inquiry Harming Youth, Jesuit Warns.

Headlines Do Not Tell the Story

The first article is based on a panel at the National Catholic Educational Association addressed by Father Paul Reinert, S.J., president of St. Louis University, Father Pius Barth, C.M., a dean at De Paul University, Chicago, Father Edward B. Rooney, S.J., executive director of the Jesuit Educational Association, and Father C. F. Meyer, vice-president of St. John's College, Brooklyn, N. Y.

The article begins: "Speaking for themselves and not for the National Catholic Educational Association convention which they attended here, four heads of Catholic universities expressed their opposition to Congressional investigation of Communists

in schools." But as one reads the article the opposition is not so clean-cut, nor so positive. The article admits the right of Congress to investigate colleges for Communist influences but present investigations have, they think, gotten out of hand. Congressional probes have performed a service in alerting colleges, but a code of procedure should be formulated. The institutions now alerted ought to be given the chance to do their own house cleaning. Of course nothing is stopping them, it may be added. The recent statement of the American Association of Universities was declared to be acceptable to most colleges. It said in part: "Refusal to do so, on whatever legal grounds, cannot fail to reflect upon a profession that claims for itself the fullest freedom to speak and the maximum protection of that freedom available in our society. In this respect, invocation of the Fifth Amendment places upon a professor a heavy burden of proof of his fitness to hold a teaching position and lays upon his university an obligation to re-examine his qualifications for membership in its society."

One wonders whether the heading really represents the views of these educators.

A Problem

It is interesting to note that in the education issue of the *Commonweal* distributed freely at the convention, Dr. George N. Schuster in a leading article makes this statement:

"It may be that the Communist is so strongly committed to a view of life that he has lost freedom to think freely. But some will retort that a philosopher who finds all wisdom in Spinoza, or John Dewey, or St. Thomas is also committed to a doctrine and is therefore likewise not free."

Educators Not Civic Untouchables

The other article in this diocesan paper is, strangely enough, about one of the persons quoted in the previous article, Father Rooney, who does not happen to be a college head. Father Rooney says rather directly some things that needed very badly to be said. Whatever may have been the rule in medieval universities, the university is no longer *imperium in imperio*. In Father Rooney's significant language: "They are not untouchables." Within the range of the legitimate Congressional interest, they are not a law unto themselves. For the record let us quote Father Rooney's words as reported by the National Catholic News Service.

"By denunciations of Congressional investigations some of this country's edu-

cators have helped destroy the respect which American youth owes to the government. Educators have given the impression that educational institutions and educators are untouchables and cannot be reached by any law or investigation. In their attitude toward governmental agencies and government officials and elected representatives, they have given the impression that by becoming an employee of the federal or state government, one immediately loses all sense of balance."

While deprecating unlawful and unwarranted investigations of teachers, Father Rooney stressed that "what is most needed is a frank acceptance by educational institutions of responsibility for these institutions and for the people who teach in them." He advocated a kind of code to enable educational institutions to meet this responsibility. — E. A. F.

The Church and the Laity

Two archbishops in addressing the National Council of Catholic Men at their 33rd annual convention in St. Louis in April stressed in an extraordinary manner the opportunity and the responsibility of the laity in the further development of the Church.

The work of restoring all things in Christ is, in the judgment of Archbishop Richard J. Cushing of Boston, mainly the work of the laity. He said: "If all things are to be restored in Christ, the work will have to be done, in the main, by the laity. Upon our men and women, our boys and girls, chiefly depends the well-being of the Church and the State, of human society at large."

More striking even is the statement of Archbishop Joseph E. Ritter of St. Louis that the future of the Church is not in the hands of the Bishops but in the hands of the laymen: Their positive constructive action, their co-operation, and their good will, will determine the secure building of the Church as a social and a spiritual force. Archbishop Ritter said: "There is hardly anything, next to the administration of the Sacraments, the pastoral work of the Church, that is more important than this, what we are trying to accomplish through the Council of Catholic Men. I do not exaggerate when I tell you that the future of the Church in our country is not in the hands of the Bishops, but in the hands of you, the laymen of the country."

And how effective lay people, men and women, will be will depend on the actual ideas controlling the Catholic schools and their effectiveness in making good citizens and apostolic Christians. — E. A. F.

The Secondary School Department in Retrospect

*Brother Eugene Paulin, S.M., Ph.D.**

THE Catholic Educational Association was founded at St. Louis, July 12, 1904. The term "National" was added by action of the general executive board, in Louisville, June 28, 1926. It owes its existence, as you know, to the amalgamation of three organizations: the Association of Catholic Seminaries, founded in 1897; the Association of Catholic Colleges, which had meetings beginning in 1898; and the Parish School Conference, organized in 1902. You will note there is no mention of high schools. Nevertheless, secondary education was very much discussed and already in 1901, Rev. James A. Burns, C.S.C., brought up the subject at the Chicago meeting of the Association of Catholic Colleges, and the question came up repeatedly after amalgamation, in the college department. So we can divide our history into three epochs: the period when we were part of the college department, the period of minority, when we were merely a section of the college department, and finally the period of maturity, after we became a full-fledged, autonomous department.

Pioneering

Although Father Gainer will discuss personalities, the name of Rev. James A. Burns, C.S.C., cannot be omitted from any account of our department. Year after year he presided over the committee, consisting of college men and superintendents, appointed to discuss secondary education. At the first meeting of the Association, nine resolutions on Catholic high schools, were formulated and accepted by the assembly as a result of his paper. Even at that early date, Father Burns showed an uncanny prophetic vision of the difficulties confronting us even at this time. He said:

"(1) The number of Catholic secondary schools is altogether inadequate to the need. (2) Not only are our secondary schools not numerous enough, but a very large proportion of those actually existing have no organic connection with the parochial or elementary schools. (3) Many of our secondary schools are also without any relation to the Catholic college system. (4) The increasing tendency to add on secondary school courses to the curriculum of the parochial school, suggests another problem, viz., the problem of women teachers for boys of high school age." Undoubtedly there has been improvement under 2 and 3, for which our department can take no small credit.

*St. Louis College, Honolulu 16, Hawaii. An address at the 50th Annual Convention of the N.C.E.A.

Our Birthday

The history of Catholic high schools in the United States begins with Roman Catholic High School in Philadelphia, endowed by a farseeing industrialist, Thomas E. Cahill, which opened its doors in 1890. Other schools soon followed, so that in 1904, Father Burns could report an enrollment of 14,127 boys and 20,874 girls. Conscious of the growing importance of this entity in the Catholic system of education, repeated pleas were made for its recognition in the Association. Finally, June 29, 1922, the general executive board, at the Philadelphia convention, approved us as a section of the college department, and that date can be considered our birthday, June 29, 1922. We made our first public appearance as an infant in the arms of the college department, at the Cleveland convention, June 25, 1923. We grew and waxed strong, so that it did not take long before we were granted autonomy as a department. This happened at Toledo, June 24, 1929. We are therefore actually celebrating our Silver Jubilee.

Early Years

It is manifestly impossible to give adequate attention to all that has happened in these years, so it must suffice to point out merely the high points and attainments.

First of all we owe a debt of gratitude to the hierarchy, to whom the teaching office of the Church, as successors of the Apostles, belongs, for their constant encouragement and assistance. Not a convention has passed in which members have not given us directives and aided us not only in words, but financially as well. Their welcome in their episcopal cities has always been warm and cordial.

Next in order we owe thanks to the superintendents who spearheaded our projects and opened their schools to our experiments. In pioneer days, the grace of God and appointment of the bishop, combined with zeal and innate common sense, was deemed sufficient for their difficult task. Nowadays however, they constitute a corps of specialists that has elicited the admiration not only of Catholics, but of schoolmen in general.

The religious teaching orders, without whom our department would be sketchy indeed, likewise stand in line for kudos. Without their devoted services, our schools, to say nothing of our Association, would be impossible. Financially, Catholics could not meet the cost, without their nominal salaries; professionally,

it would be difficult to find their equals; religiously, it would be impossible to realize the objective of a separate school system, viz., "to co-operate with divine grace in forming the true and perfect Christian."

Encourage Membership

The membership in our department has not kept pace with the number of Catholic high schools in the country. We have only about half the institutional members that we should have. The best approach to improvement in this matter is enlisting the assistance of the diocesan superintendents and the superiors of religious teaching orders. Possibly by offering a reduction in the dues, these may be encouraged to register their schools *in toto*. One purpose of the Regional Units was to encourage membership in the parent body; still there have been meetings in which the NCEA was not even whispered.

Previous Meetings

In the inspectors library at Maryhurst, the fifty volumes of *Proceedings of the Association* are beautifully bound and displayed in a place of honor. Even in far-off Hawaii, they were, with but a few exceptions, available for the preparation of this paper. In going through these volumes one is impressed with the wealth of conference material therein contained. It is also evident that our department was ever aware of the pressing problems of the times. These volumes constitute a sensitive barometer, indicating to a remarkable degree of accuracy, the fluctuating pressure of the various subjects of the curriculum, the impact of general educational movements, and even the repercussions of national and international crises. Religion always occupied a place of prominence. A special committee was assigned the task to provide papers for an entire session of each and every annual convention. The classical languages came in for their share of attention, and at one time it was seriously maintained that Greek be taught in the high school. English, foreign languages, and history frequently found place on the program. Mathematics and science were able to maintain their own in the face of increasing demands of the social studies. Extracurricular activities took up more and more time, concurrently with their invasion of our schools. Even athletics, the greatest contender for student interest received more than its due of attention and continued its program of a maximum of movement with a minimum of

meaning. The fine arts seem to have received least encouragement, and this is admittedly the weakest section in our scheme of secondary education. A topic that occurred more and more frequently was guidance, and at one time there was danger of its monopolizing a whole convention. The practical arts are lately receiving attention in step with the Life Adjustment Program. With the imminence of Universal Military Training, R.O.T.C. and preinduction instruction have been repeatedly recommended. Interest in UNESCO has been advocated as an aid to international understanding and maintenance of peace.

The Co-operative Study of Secondary School Standards was welcomed in Catholic circles as we did not fear comparison with the public schools. In fact we gave the inspectors to understand that we would meet their standards and our own besides. Our influence made itself felt in a number of instances, for example, in the library requirements in which we opposed the introduction of certain books inimical to our faith. The whole philosophy of the Evaluative Criteria is false in as much as it characterizes as standard, practices that are current in schools, instead of setting up an ideal. What is, is right, seems to sum up the policy of the framers of these norms.

Accrediting Agencies

The state departments of education and the regional accrediting agencies certainly were great helps in securing adequate preparation for our religious teachers, even though the gauges used were not always calibrated to measure actual teaching ability, without this external assistance we would be fussing over the hopeless task of lifting ourselves by our own bootstraps.

In a way it is to be regretted that the pioneers in our school system were unwilling to set up our own accrediting agency. We could have made our voice heard in formulating standards, and have them more conformable to Catholic educational philosophy. Now it is evidently too late for such a move, as procedures are crystallized and the temptation is always there to conform to the practices of secular institutions. In this connection it is well that we have rather rarely gone outside our circle for speakers at our meetings. For the most part they do not understand our philosophy and are much given to polishing pebbles and dimming diamonds.

Changes in Coeducation

A practice that has undergone considerable change in our secondary schools is coeducation, and the employing of women teachers for adolescent boys. A resolution against this practice was formulated in the very beginning of our Association. In 1911 a strong attack was made on it by Rev. Francis Cassilly, S.J. He said: "To mingle boys and girls of the

TO A DANDELION

Guess what I saw today?
A handsome little fellow!
His pretty, crinkly, fuzzy head
Was rich and golden yellow!
I saw him 'neath the window,
This shining piece of gold.
He seemed to care not though the day
Was drab — and spring so cold!

And oh, my little dandelion,
You spoke of love to me!
A wondrous love, of God, divine —
That blossomed in eternity.
Your curly, golden head aglow,
You stand — in silent praise,
A daily prayer to glorify
Your God, and mine — always!

— Sister Mary Lenore, O.S.B.
St. Thomas More School
La Crosse, Wis.

impressionable high school age in the same classroom, and give them female teachers. Sisters or seculars, is to lower all educational ideals and arrest the development of manly character in the boys. Coeducation and female teaching in boys' high schools are radically wrong from a pedagogical, a civil, and a religious standpoint. Exceptions there may be, but the general effect of such unsexed education is to feminize the boys. Far better would it be for themselves and their country and their Church, in my opinion, were such boys and young men spending their time at a mechanic's bench, which would at least make men of them." He states further: "The Church has clearly shown what it thinks of coeducation in the instructions given to the Federation of South American Bishops quoted in the Acts and Decrees of the Third Council of Baltimore." Father Cassilly anticipated the pronouncements of Pope Pius XI, in his encyclical on Christian Education of Youth, in which he says: "False and harmful to Christian education is the so-called method of coeducation. This by many of its supporters is founded upon naturalism and the denial of original sin, but by all upon a deplorable confusion of ideas that mistakes a leveling promiscuity and equality, for the legitimate association of the sexes." The Pope says further: "These principles (of segregation of the sexes) with due regard to time and place, must, in accordance with Christian prudence, be applied to all schools, particularly in the most delicate and decisive period of formation, that of adolescence." Economy is the usual excuse for not heeding these instructions, but an equal saving could be effected in larger high schools, if facilities, such as assembly rooms, gymnasiums, laboratories, and libraries would be shared by both boys and girls, but boys be assigned to separate

classrooms under male teachers. A stubborn fact militating against segregation is the insufficient number of male teachers to take care of the boys; hence the frequent plea for the multiplication of such vocations.

Committee on Policies

One of the outstanding contributions of our department was made by the committee on policies. It labored for several years on a statement of Objectives for Catholic Secondary Education, submitted it to educators revised and amended it until they had formulated acceptable ideals. Still when students at the Catholic University were asked to prepare a C (for Catholic) section on the *Evaluative Needs of Youth*, as part of the Evaluative Criteria, these Objectives did not rate even a footnote. There must be something missing in our publicity program if even our own members are ignorant of what we are trying to do.

Regional Units

An attempt at broadening our influence and making the NCEA better known, resulted in the formation of Regional Units, which will receive particular attention later on in this program, by Bro. Julius Kreshel, S.M. The *High School Quarterly* has kept you informed of the activities of these various groups.

A noteworthy feature of our meetings is the freedom with which we discuss our problems. In an argument entered into by an archbishop, bishop, and a monsignor, it was the monsignor who won out. At one of our conventions the superintendent of the local public schools, after attending a meeting, exclaimed in amazement: "I took for granted that Catholics were as one when it came to education, receiving their orders from the top. Why that hall is just seething with individualism!"

Divisive and Divisive

In conclusion a remark concerning the slander that private schools are divisive, seems to be in place. If such be the case then our organization is fomenting rebellion. In the sense of causing dissensions among the citizenry, we resent the charge of divisiveness — and that is the sense in which the charge is usually made. In other senses we are and must be divisive. We are divisive because we are not satisfied with secularism and materialism that prevail in the public schools. We are divisive because we cannot go along with pragmatism as the method of gauging morality and truth. We are divisive because we are convinced that morality is impossible without religion. We are divisive, finally, because we hope to be on the right side when the greatest division in cosmic history will be made — the general judgment.

Let us then take courage in trying to solve our problems and work with renewed zeal in the great cause of Catholic education.

Practical Aids for the Teacher

What Management Expects From the Employee

Sister M. Walter, O.M.*

A survey of the needs of management is the responsibility of specialists in business education, and with this end in view, the Catholic Business Education Association holds annual meetings. The 6th annual meeting of the North-East unit was held at Holy Cross College, Worcester, Mass., this year. A study was made:

1. To obtain guidance from a representative of management for the training of the future employee.
2. To determine the needs of employers.
3. To make a comprehensive research into the skills and virtues needed by youth in a business organization. (These virtues are called by some "character traits" and by others "attitudes.")

It was recognized that, in the first place, all business teachers aim at business literacy, and that dull teaching can anesthetize the most vital content.

Management believes that the transfer of skills, knowledge, and attitudes often is left to chance. By taking a full and direct look at a set of experiences of an office manager and personnel director, the business teacher left this meeting with a tangible approach and a unified policy from the conclusions reached.

The gist of the content presented by the speakers is contained in the following imaginary interview with management whom we shall call Mr. X.

Management's Requirements

SISTER MARY: Mr. X, what do you think are the fundamental absolute necessities for a new employee?

Mr. X [*without hesitation, and with the air of a harassed employer*]: There are three fundamental absolute necessities: spelling, arithmetic, and writing.

Miss B: Aren't those fundamental processes the work of the grammar grades? A stenographer may always have at her elbow a dictionary; within reach is a calculating machine, and a typewriter is there for writing.

Mr. X [*patiently*]: A stenographer may have a dictionary near at hand, but she should not have to consult it more than once or twice a day; a calculating machine cannot think decimal points, and bookkeeping in most offices is done by hand.

Miss J: I agree with Miss B that students should have acquired these skills in the grades.

Mr. X: Management says that they do not have them even when they have finished high school. We think that schools are too complacent about these technical abilities, and often the employers' complaints about poor attitudes are really complaints regarding the lack of skills. Teachers must recognize that the teaching of these processes must be continued in high school.

SISTER MARY: May I suggest new approaches for the teaching of spelling? Daily dictation of a paragraph from any textbook which may be checked immediately by each student does wonders for spelling, capitalization, and punctuation. Moreover, the student must mentally retain sentences which is a help in future shorthand dictation. He also learns to check his own work.

Miss B: May I suggest crossword puzzles for work in spelling and in vocabulary?

Miss J: Contests in word derivations are getting popular, and the *Boston Herald* spelling contests for high school students have been very successful.

Mr. S: What do you find is the need in arithmetic?

Mr. X: Fractions and decimals. If commercial arithmetic is not taken in a high school business course, it must be taken in a business course in college.

SISTER MARY: Many of our schools require diplomas in handwriting.

Mr. X: May I say that Catholic school graduates are superior in this. All that management expects in this, though, is legibility, and this is a *must*.

BROTHER JOSEPH: May I ask what business machine is most important in business?

Mr. X: Typewriters. I understand that more than 6,000,000 are in use in the U. S. If manual flexibility has been taught it is very easy to teach other machines.

SISTER MARY: What speed do you expect in typing?

Mr. X: A minimum of forty words a minute, if there is accuracy and neatness.

BROTHER JOSEPH: What speed do you expect in shorthand?

Mr. X: A minimum of eighty words a minute.

FATHER KANE: This discussion so far has

been about transfer of skills. What about knowledge and attitudes?

Mr. X: Much is left to chance. I think, Father, you are referring to character traits or virtues.

FATHER KANE: Yes, what is your opinion on this matter?

Mr. X: It seems to me that the teacher could allow more time for practicing social values in the classroom and less time in talking about these values. Various devices, techniques, or methods could be used in developing the virtues of honesty, loyalty, dependability, co-operation, persistence, initiative, self-control, courtesy, neatness, and accuracy.

FATHER KANE: Well, let's discuss honesty first, and I don't mean actual stealing.

Mr. X: There is a popular song: "Whistle While You Work" which could be changed by some to "Chisel While You Work." An employee is dishonest if:

1. She does not put forth her best effort.
2. She is always late, and of course you know a girl could get in on time and spend 20 minutes combing her hair and working on make-up.
3. She prolongs lunch periods.
4. She leaves before closing time.
5. Relief periods are a *must* nowadays and this time is extended. Older employees who are not used to these privileges do not abuse them.
6. She stays out for slight indispositions.
7. She uses office stationery, and there is a great abuse in the use of stamps.
8. She uses the office telephone for all personal calls.
9. She clogs up machines by erasing too frequently, and leaves electric current on in machines.

FATHER KANE: Loyalty seems to be at the top of your list. What are your complaints about this?

Mr. X: There has been a decline in professional secrecy everywhere.

Mr. S: Will you give us some examples?

Mr. X: Surely, for the employee who criticizes his boss in the bus terminal, on trains, or in public places, is being very disloyal. The office should not even be criticized in the home. Irrevocable harm can be done to business by the so-called "blabber." An employee should be trustworthy and dependable and by the latter I mean reliable.

Mr. J: One of the reasons we have sports in high school is to teach co-operation or teamwork. The teams must work as a unit. Could you give us an example of lack of co-operation?

Mr. X: Heads of departments come to me and say that when work is passed from one department to another that the first depart-

*Sisters of Mercy, Concord, N. H.

ment does not notify the second that the work is ready. If there were co-operation the messengers from both departments would meet halfway.

Miss B: Don't you encourage initiative in business?

Mr. X: Yes, but not rashness. Higher authorities should be consulted before attempting anything new. Persistence at a job is encouraged, but if a person cannot possibly finish an assignment, he should present his problem so that he can have help. Self-control is also necessary in business. The girl who will bang a window shut when another opens it is not practicing self-control nor courtesy.

Miss B: As a personnel director how do you judge boys and girls who apply for positions?

Mr. X: I would prefer the courteous boy or girl, even a B student in preference to the A student who is not. Neatness is also very important.

SISTER MARY: You mentioned neatness and accuracy earlier in the discussion. Will you explain that more fully?

Mr. X: I have two girls working in the office from the high school. Each works two weeks and then goes back to school. They change places. One is an A student; the other is B. The A student works very fast, but she is inaccurate, and her work is not neat; the B student is slow but everything she does is perfect and it is neat. I prefer the B student.

FATHER KANE: We know, Mr. X, that students can only develop skills commensurate with their abilities, and that in skills one can see tangible results, but on the work in virtues results are not tangible nor can one draw definite conclusions as to the success of the program for:

1. Some students already possess the desirable virtues emphasized.

2. Some virtues can be developed in a short time.

3. Others require a longer period of time.

4. Improvement depends much on the individual and on previous background.

Mr. X: Yes, but if some improvement in virtues is noticed in class, business teachers can truthfully say "We did something about virtues and skills" because they have kept in mind *what management expects from the new employee*.

PRACTICAL WORK ON VIRTUES IN CLASS

Suggested Problems:

1. A girl brings 100 Christmas cards to the office and uses the stamps there.

2. A girl goes to a dance and stays out late. In the morning she tells her mother to call the office to say she is ill, when she is really only tired.

3. An office boy has no lunch money, and he asks the bookkeeping department for a dollar to send an imaginary express package from the supply room. He intends to return the dollar the next day.

4. An office employee asks the bookkeeping department to cash a check which he has deliberately dated a day ahead, hoping the bookkeeper won't notice the discrepancy. The next day he will receive his pay check and knows there will be money in the bank by the time the check arrives there.

5. A girl leaves her desk every hour to have a smoke.

6. An emergency job comes up at closing time. The boss begs anyone to stay and use the adding machine. No one offers although anyone can try to do it.

7. Miss Brown has many collection letters to send out and the boss tells her that they need money. She cannot stay at night, so she goes to the office the next morning an hour before she is supposed to.

DON'T INSULT THE CHILD

There are many ways and methods of teaching the child consideration of others. Most effective of all, however, is to show consideration for the child. The child that is neglected through abuse or indifference is not likely to show much consideration for others. Its social attitudes are conditioned by its own environment and experiences.—
Father Wegner in Boy's Town Times

8. The switchboard operator knows that time and a half is paid for overtime, so she takes only thirty minutes for lunch, arrives early, and stays late just to get that overtime.

9. The secretary overhears her boss discussing family affairs with his wife in a heated manner. She tells her family at the supper table the whole story.

10. Miss White calls her friends on the telephone when the boss is out.

11. A stenographer always appears to be very busy, so the other girls are given extra work which she should get for she is often writing personal letters.

12. A bookkeeper comes in every morning with a story or joke to which a Catholic boy or girl should not listen. The Catholic girl leaves the department to get a drink of water every time the stories begin.

13. Religious discussions are forbidden in the office, but a stenographer frequently makes false statements about the Catholic religion.

14. A secretary continually complains in the bus about her low salary and what she should be getting, although she never presents the matter to her employer.

Each member of the class should be asked to bring in one problem for class discussion.

Sacred Heart of Jesus

Words from: I Talk With Jesus

S.M.L.O.P.

Sac-red Heart of Jes-us, Your faith-ful friend I'll be,
Help me to re-mem-ber, In all I do and say,
For you love most dear-ly A lit-tle child like me.
To be kind and thought-ful To please Thee ev-ery day

A Hymn for Young Children by Sister M. Limana, O.P.

Catechism in Stories

Rev. Lawrence G. Lovasik,
S.V.D.*

A Word by the Editor

Father Lovasik, a missionary of the Society of the Divine Word, has prepared these stories to illustrate the lessons in the Baltimore Catechism. Installments have appeared monthly in the *Catholic School Journal* from October, 1952, to April, 1953. There was no installment in May, 1953.

The number of the question illustrated precedes each story; the first number in each case refers to Baltimore Catechism No. 1 and the number in parentheses refers to the same question in Baltimore Catechism No. 2.

The stories for each Catechism lesson are preceded by Father Lovasik's brief introduction entitled "Instruction." Each story is followed by the author's "Application" of the story to the lesson.

Father Lovasik's manuscript has the Imprimatur of Most Rev. John Mark Gannon, Bishop of Erie, Pa.

Lesson Eight

THE REDEMPTION

INSTRUCTION

Jesus Christ is the Redeemer of the whole human race. He offered His suffering and death to God as a fitting sacrifice to make up for the sins of men. He regained for mankind the right to be children of God and heirs of heaven. This is what is meant by the Redemption.

The chief sufferings of Christ were His bitter agony of soul, His bloody sweat, His cruel scourging, His crowning with thorns, His crucifixion, and His death on the cross. Christ died on Good Friday, at a place called Golgotha, outside the city of Jerusalem. From the sufferings and death of Christ we learn God's love for man. We also learn the evil of sin for which God, who is all-just, demands such great satisfaction.

After He died the soul of Christ descended into limbo. There, the souls of the just were waiting for Him. Christ went to limbo to announce the joyful news that He had reopened heaven to mankind. While Christ's soul was in limbo, His body was in the holy sepulcher.

On Easter Sunday, the third day after His death, Christ rose from the dead, glorious and immortal. He rose from the dead to show that He is true God, and to teach us that we, too, shall rise from the dead. But only those who have been faithful to Christ will share in His glory.

Christ remained on earth forty days after His resurrection. He wished to prove that He had truly risen from the dead and to complete the instruction of the Apostles. Christ ascended, body and soul, into heaven on Ascension Day, forty days after His resurrection.

Christ sits at the right hand of God the Father Almighty; from thence He will come to judge the living and the dead. This means that our Lord as God is equal to the Father. It means that as man He shares above all the saints in the glory of His Father and exercises for all eternity the supreme authority of a King over all creatures. It also means that on the last day our Lord will come to pronounce a sentence of eternal reward or

eternal punishment on everyone who had ever lived in this world.

QUESTION 46 (90)

THE JUST SULTAN

In the middle of the past century the peoples of the Caucasus Mountains in South Russia were ruled over by a very just sultan, Schlamyl, who wished to clean out all corruption and bribery from his people. He made a law that whoever was convicted of bribery should be punished by fifty blows of the whip in sight of all the people.

A surprising thing happened. The first one to be caught in bribery was the sultan's mother. The news hurt him terribly. For three days he struggled with himself in his tent; on the fourth day he appeared before the people, had his mother brought before them, and gave orders to two men to begin the whipping. But, just as the first blow was about to fall, he suddenly pushed to his mother's side, untied her hands and gave orders to the two men to tie his hands instead, to tear his shirt from his shoulders, and to begin the whipping. They did so unwillingly. With a deathly pale face he bore all the fifty blows himself till the blood began to flow from the wounds. Then he turned to his shocked people and said:

"Now you may go to your homes. The law has been satisfied; the blood of your sultan has flowed to make up for this crime." And from that day bribery was never heard of again, because the people never forgot their just ruler, Schlamyl.

Application

Never forget what our redemption cost Jesus, who Himself accepted the falling blows of God's just anger and took our punishment in our stead. He also could say to His heavenly Father, "Accept these sinners as Your children again, for the Blood of Your own Son has flowed on Calvary to make up for their sins."

QUESTION 47 (94)

A. God's Love for Man

THE MODERN PRODIGAL

Vincent's mother died three days after his birth. His father was very wealthy and had a nurse take care of his son's every need. As the boy grew, the father began to worry that his boy would become selfish with all this care, so he adopted a boy of Vincent's age. The orphan's name was John. He was quite rough and cruel to his brother, but Vincent did not complain. John began to drink and finally caused such a scandal that he left his father's home. Neither Vincent nor his father heard from him for years.

Since Vincent realized how worried his father was about John, he decided to go out to look for him. He knew that his adopted brother loved horses and out-of-door life. He followed him to Argentina and Mexico, and finally caught up with him in Arizona. His brother had come after him and tried to pick a quarrel with him.

One day in a tavern where he was drinking, he shot at his brother Vincent to scare him. Jose, wanting to protect Vincent, drew his gun and began firing at John. When Vincent got in the line of fire while trying to stop Jose, one of the bullets from his

*Sacred Heart Seminary, Girard, Pa.

stepbrother's gun found its way into Vincent's lungs and heart instead of the Mexican's.

There was silence as Jose and his men carried the dying man into another room. Vincent had something to say to his brother. As John came to his side, Vincent spoke slowly, "Johnny, your father is waiting for you. You are breaking his heart. Forget the past and go back to him."

Tears filled John's eyes as he fell on his knees beside his brother. He promised to go back to his father. A few moments later Vincent died peacefully, glad that he could bring his stepbrother back to his father.

Application

This is a picture of God's love for us. We have been adopted by our heavenly Father in baptism. We left our Father's house by sin. Christ, our Elder Brother, left heaven in order to bring us back to our heavenly Father. He pleaded with us through the many graces he offered. He won us back for heaven by His death on the cross. It was our sins that crucified Him. His sufferings teach us God's love for man and the evil of sin.

B. The Evil of Sin

THE PUNISHMENT OF TWO EYES

The members of a Greek colony in Southern Italy had grown so lax in morals that their leaders could stand conditions no longer. Therefore, they asked Zalaukas, an honorable and highly esteemed man, to draw up laws for the guidance of the people. He did so with great care and earnestness.

To his great sorrow, the first one to break the new law was his own son. The judges condemned him, according to the law laid down by his father, to have both his eyes gouged out. Zalaukas did not think of asking for mercy for his son, but fatherly love impelled him to find some way to soften the punishment without lessening the force of the law. After much thought, he offered one of his eyes for his son. The sentence was carried out by depriving the son of his right eye, and the father of his left eye.

Application

How the empty eye socket of his father must have reminded the disloyal son of his crime, but also of his father's great love! You are reminded of a greater act of love by the picture of the crucified Saviour. The sight of Him hanging on the cross is also a reminder of the evil of sin which killed, not blinded, the Son of God.

QUESTION 48 (95)

THE MARATHON RUNNER

It was 490 B.C., and word came that a vast army of Medes and Persians were crossing the sea to conquer Athens and Greece. All available soldiers were sent to hold the mountain pass near Marathon, and a messenger was rushed off to Sparta to ask the Spartans to send their army to help. The messenger chosen was Pheidippedes.

For two days and two nights he ran, swam rivers and climbed mountains, until he came to Sparta and delivered his message. Then he ran all the way back to Athens with the Spartan answer. Finally, carrying his shield and spear, he ran to the army twenty-two miles away. He was in time for the great battle on the sea-shore, where the little Greek army drove the invaders into the sea.

Once more Pheidippedes was chosen to carry the news. He ran all the way to Athens. And as he shouted: "Rejoice, Athenians! We have conquered!" his heart burst, and he fell dead in the welcoming arms of his fellow citizens.

Application

Our Lord was the greater Athlete, who at one and the same time

gave His life for His brethren and brought the news of the victory to the human race He had fought to save. The souls in limbo, though they knew through Simeon, St. Joseph, and John the Baptist that the Saviour was on earth and salvation was near, still had no idea how it would come, and never dreamed that the Saviour Himself would have to pass through the gates of death and that His soul would come to join them while His body was in the holy sepulcher. He went to limbo to announce to these souls waiting there the joyful news that He had reopened heaven to mankind.

QUESTION 49 (98)

SAINT MARINA

St. Marina, who lived in the third century, was the daughter of a pagan priest, who disowned her when she became a Christian. The Governor of Antioch made advances to her, and when she rejected him, he had her denounced to his own court. There she told him she would be faithful to Jesus Christ. The enraged Governor exclaimed: "How stupid to worship a man as if he were a god—above all a man who came to such a disgraceful end as crucifixion!"

"Why do you always bring up His crucifixion and never speak of His resurrection?" answered Marina. "His death shows that He was a man, yes; but His resurrection shows Him to be indeed a God."

The Governor condemned her to the stake. When the flames left her unharmed, she was beheaded.

Application

The resurrection is the great proof that Jesus is God. As man he died on the cross, but as God he could rise from the dead. Our whole faith rests on this truth of the divinity of Jesus. For this truth St. Marina rejected the honors of the world and laid down her life for Christ, because she knew that like Him she would rise again because of her faith in His glorious resurrection.

QUESTION 50 (101)

THE FAITHFUL PILGRIM

St. Bernardine of Siena tells of a young nobleman who made the pilgrimage to the Holy Land and visited the Holy Places. He began at Nazareth, the home of Mary and the scene of the Annunciation. At Bethlehem he knelt at the very spot where our Lord was born. He came to Jerusalem, and was filled with loving sorrow as he visited Gethsemani, and followed step by step the Stations of the Cross to Calvary. There too he venerated the Holy Sepulcher where our Lord had risen from the dead.

At last he found himself on Mount Olivet, where he was shown the footprints in the rock, which, according to tradition, had been left by our Lord when He ascended into heaven. There with tears of joy he fell on his knees and kissed the footprints, and lifted his eyes and hands to heaven in prayer.

"O Jesus, love of my heart! Where can I go next? I have followed You through all those places where You lived on earth, from Bethlehem to the sepulcher. And now, Lord, here I am on the very spot from which You went up to heaven. Let me follow You there too!"

And with these words, he bowed his head, his heart broke with love and joy, and his soul went to heaven where it is united with Jesus.

Application

The thought of the Ascension of Jesus should make you raise your heart to heaven with Jesus. This earth is not your home. It is only a short preparation for your real home, which is in heaven. Jesus has gone before you to prepare a place for you. You must suffer in union with Him on earth. Only then will you be taken up into His heavenly kingdom to be glorified with Him.

The Church Is the Heart of the Community

*Sister M. Eileen, O.S.F.**

The beautiful example of how the Church really functions as "the heart of the community" in Granger prompted and inspired the working out of the above project. Granger is a small town of about 300 people, located in central Iowa. It is the home of the Granger Homestead Project originated by Msgr. Luigi Ligutti of the Catholic Rural Life Conference, and ably managed by Father John Gorman, pastor of Assumption Church in Granger.

The invisible lifeblood that keeps society vigorous, pure, and progressive is not political organization, the accumulation of wealth, or the acquisition of power, but the seven sacraments distributed by the priest through the Church. Throughout history, the decline in the influence of the Church has brought about a decline in civilization. If children can be made to realize that it is upon these "invisible realities" that the fate of nations and the salvation of individuals depend, the Church will just naturally be for them the heart of their community, from which they will draw the pulsating streams of grace they need.

The desire to show children how the Church should really function in their lives brought about this project entitled "The Church is the Heart of the Community."

Construction of Buildings

The project was begun, first of all by having the children construct the Church in miniature out of styrafoam. The pastor made

*Assumption School, Granger, Iowa.

a scale drawing of the parish church which the youngsters traced and cut on the styrafoam. A vibrator jig saw was used to do the cutting. (This cutting was actually done by the children of the first and second grades who had previously learned to use the saw by cutting out simple animals for the farm they later constructed. No cutting was done by the teacher.) Each child had the opportunity and the joy of cutting out some special part, so that each one felt that the completed project was a part of him. Furnishings for the Church were also cut out, such as altar, pews, choir, baptistery, communion rail, and confessional. The church and all the other buildings were constructed in such a way that the inside would be visible (as can be seen in the pictures) either by cutting out part of the roof, or leaving one side open.

The sacraments were studied as part of the catechism classes during the course of the project. This study of the sacraments showed the children how the Church reaches out directly into their homes and influences them there. This led to the construction of the home (because most of the children are from rural homes, a farm home was constructed).

Help of the Sacraments

In the study of the sacraments, three large posters were made, My Church, My Home, and My School. Through the use of pictures (all were taken from the *Mine Magazine*) an attempt was made to show how the Church

extends into the home. A center picture of the entire family receiving Holy Communion was used. From this center, a line extended out to a picture of the sacrament of matrimony and then down to the chart "My Home"—showing the family gathered for prayer, work, and recreation. Another line extended out to the sacrament of holy orders and then up to the chart "My School" showing a picture of the priest as head of the school, welcoming the children. Matrimony, baptism, and extreme unction were studied, particularly in connection with the home; penance, Holy Eucharist, and confirmation with the Church; and holy orders with the school.

Gradually, as the oral and written vocabulary developed, charts were built up from these words as they were learned. Booklets were made by the first grade with "home" as their subject. They also made a special study of "home" words which they later used in the writing of original stories. The booklets of the second graders consisted of pictures showing objects used for Holy Mass and Benediction, identified by name. The children of both grades learned not only to read, but also to spell the words used in the project.

In addition to this, and as a climax, the children presented a "Break the Bank" program for the Home and School Association. This consisted of a Catechism "Down" by both grades, a second grade Spelldown of words dealing with the Church, a first grade Spelldown of easy words dealing with the



Exhibit of the Project on the Church, the Home, the School, and the Community.

home, and finally a short playlet concerning the sacraments.

DRAMATIZATION OF THE PROJECT

A playlet for second graders to show how the Church, through the medium of the sacraments, functions as the "heart of the community."

ED: Say, Joe, you know that motto we have in the front of our room?

JOE: You mean "The Church is the heart of the community"?

ED: Yes. Do you know what that means?

JOE: Sure! It means that the Church keeps the community going just like your heart keeps your body going.

DON: What's a community?

ED: A community is a place where you live.

DON: I don't live in a community. I live in a home!

ED: Sure you do. But a community is made up of a lot of homes like yours and mine, Joe's and those of all the other kids.

DICK: If lots of homes make a community, then I don't see how the Church keeps our homes alive.

RAY: You know we've been studying the sacraments in school, don't you?

DICK: Yes, the Church gives us the sacraments. A sacrament is an outward sign instituted by Christ to give grace.

RAY: Well, we're all on the road that leads to heaven, and the seven sacraments are just like seven stations that God gives us along

the way from here to heaven.

DON: Then when a baby is baptized it gets on the right road, doesn't it?

RAY: Yes, and if you don't obey the laws of the road, you get smashed up, and you have to stop at a repair station. Do you know what that is?

DICK: I know. That's confession or the sacrament of penance.

JIM: But what's Holy Eucharist on the road?

JOE: That's easy. Holy Eucharist is the station where you receive food for your soul. And your soul needs food just as your body does. If you don't stop for food along the way, your soul gets weak.

DICK: Then Granger must be a healthy community, nearly everyone in Church goes to Holy Communion every Sunday.

ED: You bet it is! Now let's see—that's baptism, penance, and Holy Eucharist. Confirmation must be the next station, Ray.

RAY: Yes, confirmation is the sacrament that makes you a soldier of Christ. At that station, you receive the grace to be strong in danger.

ED: Then what's matrimony?

RAY: Well, some people get lonesome on the road, so they look around for someone to travel to heaven with them and they get married. Then they start a new home in the community.

ED: My uncle's a priest. He never got married. Did he receive a sacrament?

JOE: Yes, he received the sacrament of holy orders. The priest is our best friend.

We meet him at every station along the road, if we travel the right way.

DON: Father Gorman baptized me.

JIM: He puts us back on the right road when we go to confession.

ED: He gave me my first Holy Communion.

RAY: He helped my mother and dad get married.

JIM: Yes, and when my grandfather was dying, he brought Jesus to him. He gave him the sacrament of extreme unction to help him in his last hours on earth so he could go to heaven when he died.

JOE: Now, Ed, do you see why the Church is the heart of the community?

ED: Yes, and I know another thing Father does. He brings God down from heaven right into our community every day. He does that during Holy Mass.

DICK: And the people who go to Holy Communion carry God back with them right into their homes, don't they? I never thought of that before! So that's the way the Church keeps our homes alive. The Church really is the heart of the community.

JOE: Yes, and Sister says we should all thank God every day that in our country we still have our churches and our priests. I'm going to say a special "thank you" to God every night from now on.

ALL: So am I.

ED: Say Bob, it's time for the "Break the Bank" program on TV and Assumption School is on tonight. Let's run. Come on everybody! Hurry on, we'll be late, see you at the program, folks.

CCD Lesson For Grade 3

Jesus Sends the Holy Ghost

*Sister M. Francis Jerome, S.S.N.D.**

Introduction

If you want to be sure your Catholic pupils attending the public school know their religion, use the *Adaptive Way*. What is the *Adaptive Way*? It is the new, graded *Confraternity School Year Religion* course, planned for school-year weekly instruction, with manuals for each grade.

These manuals, by the Mission Helpers of the Sacred Heart, are an incorporated result of combined thought, effort, and experience of Sisters whose lives are devoted to this special catechetical work. Confraternity teachers can find no better guides for lesson planning. Why? Because these manuals provide

a concentrated course in religion, based on sound psychological and pedagogical principles and a deep understanding of the child at different age levels. To the inexperienced teacher as well as to the experienced teacher, these outlined plans offer a course that is use-

Note: This lesson plan is based on the outlined plan from *A Confraternity School Year Religion Course—The Adaptive Way*—Unit VI, Lesson 2, Manual for Grades III, IV, V, p. 51. The lesson plans in the Manuals are for Catholic children attending public school on released time and vacation schools.

*Confraternity School Year Religion Course, St. Anthony Guild Press, Paterson, N. J.

ful and practical, telling the teacher *what* to teach and *how* to teach. In fact, if the manuals are used and followed faithfully a teacher has the key to successful Confraternity of Christian Doctrine teaching. She has the framework upon which she can build her lesson of the day. The pupils use the Catechism as a text.

In the following lesson plan the framework is developed, offering a complete structure for a teacher to study and use—a way to lead children to an understanding of the "Christ life."

A Lesson Plan

Materials:

Pocket Chart and Flash Cards: promised, Holy Ghost, dwell, Apostles, ascended, Jerusalem, wonderful, understand, baptized, grace,

*Notre Dame Convent, Chicago 13, Ill.

in us, sanctifies, guides, lives, pure, covered, fight.

Quotations: "If you love me, keep my Commandments" (John 14:15). "And there appeared to them parted tongues as of fire which settled upon each of them. And they were filled with the Holy Ghost" (Acts 2:3).

Pictures: child with a gift, house, and/or church (to develop word *dwelt*), coming of the Holy Ghost, St. Peter talking to the people.

1. Orientation

a) Pretest

Who is God?

Who is the Holy Ghost?

What does the Holy Ghost do for us?

[Show picture of child with a gift.]

Did anyone ever promise you something?

Who promised you something?

Why did they promise you something?

Did you get it right away?

The gift you were promised made you happy and helped you. How did it help you?

b) Correlated Doctrine

When Jesus was on earth He *promised* that after He went back to heaven He would send the *Holy Ghost* to stay with His Church until the end of the world. We know that Jesus made this promise because St. John, who is a good friend of Jesus tells us that Jesus said, "If you love me, keep my Commandments." And then Jesus made His promise to send the Holy Ghost who would *dwelt* with us.

c) Announcement

How many would like to hear the story of how the Holy Ghost came down upon the Apostles?

2. Presentation

After Jesus *ascended* or went back to heaven, the Apostles were in *Jerusalem*. Perhaps, as they were walking back to the large room, St. Peter said to the other Apostles, "We must stay together." And perhaps St. John said, "Yes, yes, we must because Jesus promised that He would send the Holy Ghost to help us." So the Apostles went back to the large room to wait and pray. The days went by . . . one, two, three, four, five, six, seven, eight, and nine days went past. All this time they were praying and were talking about how good Jesus is. All at once there was a sound like a strong wind blowing, and it filled the whole house in which they were praying.

[Show the quotation Acts 2:3 while reading it.]

[Picture: Coming of the Holy Ghost. Have children note the tongues of fire, the Blessed Virgin.]

That was God's way of letting the people know that the Holy Ghost had come to earth. The *wonderful* thing about the coming of the Holy Ghost was this: the wind was

heard by many people. They went to the house from which the noise came. They wanted to see what had happened. St. Peter came out and talked to all the people.

[Show the picture of St. Peter talking to the people.]

He wanted everyone to know about Jesus and to believe in Him, so we say St. Peter wanted to spread the faith. The people were from many different countries. St. Peter talked to them in the language of Galilee and everyone could *understand* him. That was really wonderful. The people said, "Behold, are not all these speaking, Galileans, and how have we heard each in his own language in which he was born?" What the people meant to say was, "He is talking a different language yet we can understand him in our own language." God let this happen so St. Peter could spread the faith and have everyone believe in Jesus. Jesus kept His promise to the Apostles and sent the Holy Ghost to help them. Can you imagine how many were baptized on that day? Well, I'll tell you — 3000 were baptized!

a) Correlated Doctrine

When we were *baptized* the promise of Jesus was kept for us because the Holy Ghost came with His gift of the life of *grace* for our soul. That is what Jesus meant when He said, "Dwell in us." God the Father and God the Son came too. The Holy Ghost is *in us*, *sanctifies* or makes us holy, and He *guides* our Church so she will teach us what Jesus wants us to know and to do.

[The teacher should repeat this paragraph again pointing to the key words.]

Just think, the Holy Ghost really *lives* in you and in me. That is why we should be *pure*. That is why we should keep our bodies properly covered, or have those parts *covered* that God wants us to have covered. That is why we should not *fight* with others. God loves us so much that He wants to live in us and we should love God so much that we will not hurt Him.

[The teacher should repeat this paragraph again pointing to the key words.]

b) Practice: Spreading the Faith

I wonder, is there any way we could spread the faith as St. Peter did? I think maybe one way would be to show others that we really believe that the Holy Ghost lives in us. Let's try to think of a way that we can show others that we truly believe that the Holy Ghost lives in us. . . . Is there anyone ready to tell how he can? If so, is there any way we can show that we believe that the Holy Ghost lives in our neighbor? How can we spread the faith? Yes, other people should know that the Holy Ghost lives in us by the way we act, and if we really believe this (and we do, don't we?) — we should always try to be nice to show Jesus that we love Him.

c) Prayer

There is a time we tell God we believe in

the Holy Ghost, and that is when we say, "I believe in the Holy Ghost." This is part of the Apostles' Creed. It comes near the end.

3. Assimilation

1. What was the promise Jesus made when He was on earth?

2. Who can find the words Jesus used when He told us how to keep the Holy Ghost in us?

3. Who lives in us?

4. What are the three things He does for us?

5. Because the Holy Ghost really lives in us, what three things should we do?

6. Where were the Apostles when the Holy Ghost came?

7. What made the people go to the house where the Apostles were?

8. How did we say we could spread the faith?

a) Questions to Study

Baltimore Catechism Number 1. Teacher reads both question and answer with class from the book. She should teach according to Father Heeg's method of using initial letters of the important words. Books are closed during the learning technique. New teach question 53. Read the question: then, as you say the answer slowly, place the following initial letters on the board.

1. Ques. 53 (p. 27)

H. G.

G 3 P of B T

Then have several pupils repeat the answer using the initials as help. Ask question 54 and develop it the same as above.

2. Ques. 54 (p. 27)

H. G.

S S

through

G of G

Then have class open their catechisms. "Let's look at questions and answers." Teacher reads question 53; she calls on someone to answer the question. She gives these questions as the assignment.

b) Mental Prayer (Picture of Coming of the Holy Ghost).

At first the teacher makes a little mental prayer, having the key words on the board or in the pocket chart. Later, (and sometimes very soon) the individual pupil makes the mental prayer aloud using the key words and the picture. The picture is related to the presentation and used during the lesson.

Key Words:

SEE — I see the Holy Ghost coming down on the Apostles and the Blessed Mother.

THINK — I think they were all happy that Jesus sent the Holy Ghost to them.

DO — I will try to please Jesus by not fighting on the playground.

ASK — Dear Jesus, please give me the grace to do it.

Understanding the Six-Year-Old

Sister M. Paulette, V.S.C.*

Repeatedly it has been said of the six-year-old, "He is innocence personified." Beautiful cherublike features, candid twinkling eyes, a winsome smile, lilting carefree laughter are the characteristics that reveal, as it were, to the adult world the angelic quality of the little one's developing personality. Without doubt, these traits are the overt manifestations of the peace and simplicity, which spring from a heart that knows no evil. They evince the fact that the pure heart of an innocent child is, in truth, most like an angel.

Nevertheless, these "most like the angels" children can and do effect mystifying dilemmas in the classroom. Their sincerity may be gratifying; yet simultaneously, it can be a source of confused helplessness. Consider the story of Tommy, who emptied the chalk ledge in the first-grade classroom without a scruple, literally "stuffing" his pockets with pieces of chalk. When called to the desk and questioned about the matter, he replied with the utmost candor, "But there are so many pieces here . . . and I don't have any of my own."

Of course, Tommy is "so very sorry." Is he to be punished for doing wrong, or is he to be excused on the plea of ignorance and lack of intent? It is self-evident that many factors must enter into the teacher's guidance program as she leads the little ones from the initial "I didn't know" stage to the "I won't do it again. I forgot" level of maturity.

A positive element of Tommy's disposition is his wholehearted acquiescence to every suggestion. His actions are vitalized and revitalized by his complete willingness to do as directed.

Tommy's ever ready "O.K.," which must be substituted by a more polite "Yes," is expressive of his desire to please. A smile of approval, a pat on his curly brown head, a starred paper are sufficient to evoke immediate response. Tommy becomes the "happiest, smilingest, most obedient man of the hour."

Like children of every age, typical Tommy just "loves to win." When a review lesson is presented as a game, Tommy's interest is immediately heightened. His head nods in a semblance of omniscient knowledge while he waves his little hand untiringly after every question. This all-knowing quality springs from his longing to "take a prize home to Mommy."

His appreciation of the simple is delightful to observe. A picture card, a brightly colored pencil, a little "surprise" treat can create a pleasant classroom atmosphere, emanating from a group of contented, ever so grateful six-year-olds.

*Holy Trinity School, Duquesne, Pa.

The Little Bird

Sister John Joseph, C.S.G.

Have you met the lit-tle bird, who lives close by?

He's a ve-ry friend-ly one, and yet so shy, he

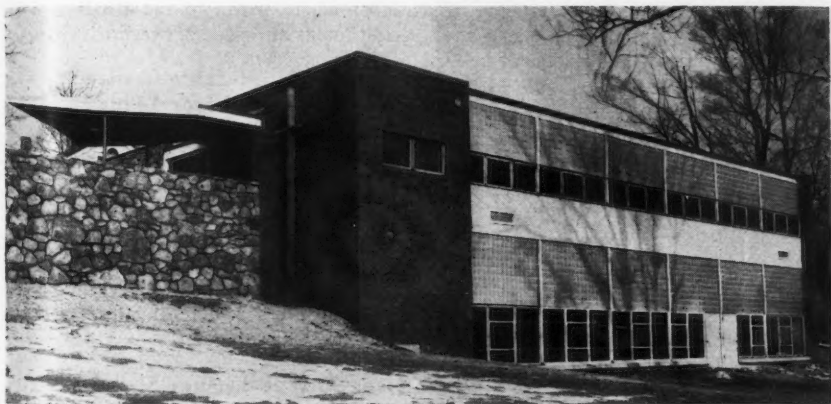
flies to my win-dow sill at ear-ly dawn,

Sings God's message to the world and then he's gone.

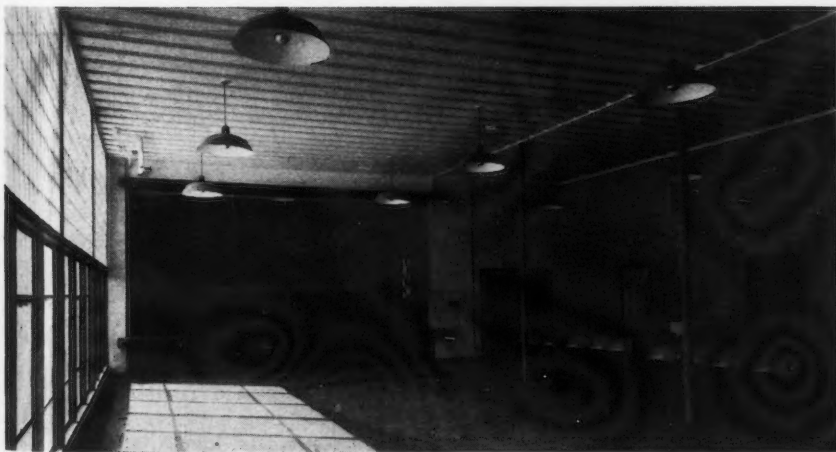
The Fabric of the School



Our Lady of Monadnock Academy, East Jaffrey, N. H. Designed by Perley F. Gilbert, Inc., Architects of Lowell, Mass. Herbert H. Glassman, A.I.A., Chief Architect.



End View of the Building showing Entrance to Lower Floor.



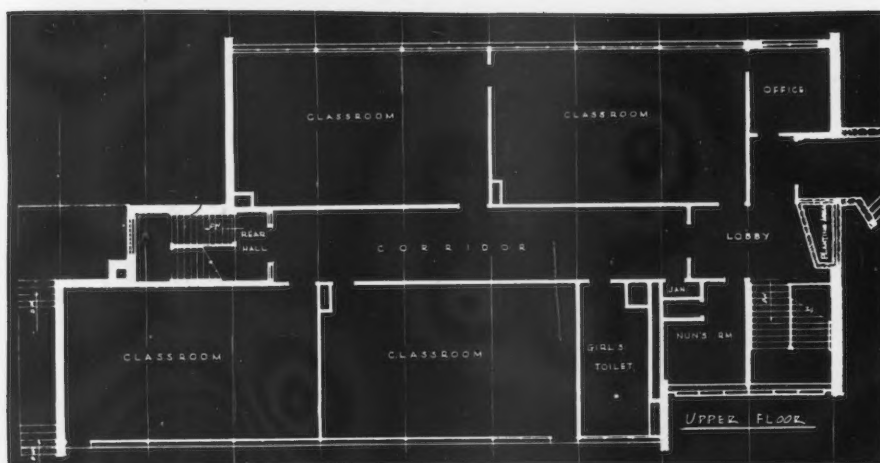
General Purpose Room with Stage. Note the ceiling finished with Acoustical Material; this is the Under Side of the Floor Panels.

An Academy
Built on
a Budget

Our Lady of
Monadnock
Academy

East Jaffrey,
New Hampshire

Architects:
Perley F. Gilbert, Inc.,
Lowell, Mass.



OUR LADY OF MONADNOCK ACADEMY for girls at East Jaffrey, N. H., is a four-year high school erected by St. Patrick's Parish and staffed by the School Sisters of Notre Dame.

This beautiful and complete small high school building planned by Perley F. Gilbert, Inc., of Lowell, Mass., with Herbert H. Glassman, A.I.A., as chief architect, was erected at a cost of \$129,952. Equipment brought the total cost to approximately \$140,000. The cost per cubic foot

was about 82 cents. The building will accommodate a maximum of 175 students.

The building, with a frontage of 200 feet, is located on a 10-acre tract. Choosing a sloping area for the small two-story building preserved the level spaces for playground and permitted ground-level entrances for both floors.

A Steel Skeleton

The skeleton of the building is a steel cage. Steel roof and floor panels are welded to the steel frame; the upper level of these panels supports the roofing material and the others support the floors consisting of two inches of concrete on which is laid asphalt tile. On the roof panels is laid one and a half inches of insulation and a tar and gravel roof. The underside of these roof or floor panels consists of acoustical cellular material to form the ceiling of the rooms below. This construction device is credited with a considerable saving in the cost of the building.

The steel frame is enclosed by nonbearing cavity walls consisting of four inches of brick outside and eight inches of cinder block inside, with two and a half inches of continuous air space between the brick and the cinder block.

The Floor Plans

The upper floor, used entirely for school purposes, consists of four classrooms each 22 by 36 feet, plus the corridor, lobby, office, and toilet rooms. On the lower floor are a science room, 22 by 30 feet; a spare room; a general purpose room, 34 by 48 feet, which serves for both school and parish activities; and boiler and storage rooms.

Well-Lighted Rooms

All instructional areas are fitted with light-directional glass block above a ribbon window. Artificial light comes from incandescent bulbs in indirect three-ring fixtures for classrooms and indirect downlight fixtures in the general-purpose room.

The unit system of heating and ventilation introduces 50 per cent of fresh air every hour.

Neat and Inexpensive

The classroom walls are finished by painting applied directly to the cinder block. Green chalkboards and cork tackboards are in each classroom. The toilet rooms are finished with ceramic tile. All classroom floors are covered with asphalt tile.

Our Lady of Monadnock Academy was erected under the guidance and supervision of the pastor, Rev. John A. McSweeney and Most Rev. Matthew F. Brady, Bishop of Manchester, N. H.

Testing a Combined Thermal-Air Jet and Unit Ventilator System

Albert J. Nesbitt*

A CONTINUING investigation of window downdraft and methods of combating it, conducted in the Nesbitt schoolroom laboratory, discloses that the relatively small volume of 15 cubic feet of air per minute per foot of window length, released at a velocity of 750 f.p.m. in the proper pattern of air distribution from a series of small jets spaced periodically along the window sill, can be effective in combating window downdraft. At the same time, this pattern of air distribution provides a blanket of warm air between the cold window surfaces and the room occupants whenever heat is needed in the room.

A "Blast" System

In this arrangement, the Unit Ventilator provides the total heating and ventilating requirements of the room. The Unit Ventilator is placed beneath the middle of the window sill and ducts are extended the full length of the window sill on either side of the Unit Ventilator. Where storage cabinets are integrated with the Unit Ventilator, this duct is concealed within; a wall duct is provided when cabinets are not used. This arrangement may be achieved by a modification of the conventional Unit Ventilator, retaining its present slow speed, direct-connected motor, and fan assembly.

About one third of the total air capacity of the Unit Ventilator is supplied to the room through these ducts and at the sill line; the remaining two thirds is supplied directly into the room by the Unit Ventilator in the conventional way.

The angle of deflection of the air streams leaving the jet outlets is toward the ceiling immediately above the Unit Ventilator, with each stream joining the next, until progressively all join the main air stream from the Unit Ventilator near the ceiling. See Figure 1.

The Jet Is the New Feature

The theoretical advantages of an arrangement which released air along the window sill have long been recognized. Its development has been delayed, first, by the mistaken belief that the rate of air delivery per foot of duct length should be the total air requirements of the room divided by the total length of the windows. As the average classroom requires about 1200 c.f.m. and has approximately 32 feet of window length, this ap-

proach meant that about 37 cubic feet of air per minute per foot of length would be supplied at the sill line. This was a larger quantity than could be delivered through a duct system by a direct-connected, low-speed, quiet-operation motor and fan assembly such as has been employed so successfully in the better schoolhouse unit ventilators. Moreover, these investigations disclose that there was serious question as to whether or not this quantity of air per foot of length could be supplied in this way without creating drafts when air was being supplied to the room at a temperature below room temperature.

It is now known that under conditions of proper velocity, proper type jet outlet and proper pattern of air distribution, 15 cubic feet of air per minute per foot of window sill length does effectively combat downdraft and does so without creating unpleasant air motion.

It is not the purpose of this report to deal with the many investigations and studies leading to these conclusions. A separate article dealing with the more technical facts of this whole matter has been prepared by the investigators who carried on this work. That article is available upon application to Albert J. Nesbitt, Holmesburg, Philadelphia 36, Pa. Figure 2 shows the pattern of air distribution that must be avoided in any use of the sill-line air distribution system.

The "Split" System

What is said here may well give rise to the question: Does it appear now that this thermal-air jet system will supersede or supplant the system which has been so successful in combating window downdraft, and is now being so extensively used—the system supplying, for this purpose, a continuous flow of warm air independently of the main supply from the Unit Ventilator? First, I should like to point out that to date the investigations reported here have been carried on in the laboratory only. Now arrangements are being made to continue the studies in the field. It is believed that by the end of the present school term, the laboratory reports will be confirmed by the day-by-day experience in the classroom under actual operating conditions. Until that is done, no final conclusion should be reached in this matter.

Anticipating a successful experience in the field, there would then be available, two

methods of combating window downdraft and providing a blanket of warm air between the cold window surfaces and the room occupants. One of these would be the system just described which the writer calls a "thermal-air jet system," the other, the continuous-flow system. To make this judgment, one must understand the basic difference between the two systems. Both provide a means of combating window downdraft by supplying heat in one of two forms, at the window sill for the full length of the windows. Both provide a blanket of warm air between these cold surfaces and room occupants whenever there is need for heat within the room. What, then, is the basic difference?

In the continuous-flow system, a small quantity of steam or hot water strip radiation is provided under the full length of the windows. The capacity of this radiation and the manner of its control are related solely to the requirement of window downdraft. It makes only a limited contribution to the general heating of the room. Indeed, it is this basic fact that gives it certain definite advantages over all systems that do not separate the general heating from the specific one of downdrafts. In such an arrangement, radiation will often continue to supply convection heat currents over the cold window surfaces plus radiant heat to room occupants from the warm surface of its enclosure, long after the general heating of the room by the Unit Ventilator has ceased. Experience shows that such radiation with its very limited heat output will strike a balance, between the sum of the heat gain from this radiation, the room occupants, lights and other total heat gains and the heat loss through the cooling effects of windows, walls and infiltration. Thus for hours at a time the Unit Ventilator will be supplying air just about at room temperature, while the window warmer remains on, offsetting the chilling effect of the cold surfaces.

Traditionally, the combination of radiation in any one of several forms and a heating and ventilating device within a room is called a split system. The difference between such systems as used in the past and present-day Nesbitt Wind-O-Line lies in the choice of a limited BTU output from the radiation and the control of the heat output of this radiation in such a way that it can and does remain in use when the room is occupied. The fact is that the radiation as used in the Wind-O-Line

* President, John J. Nesbitt, Inc.

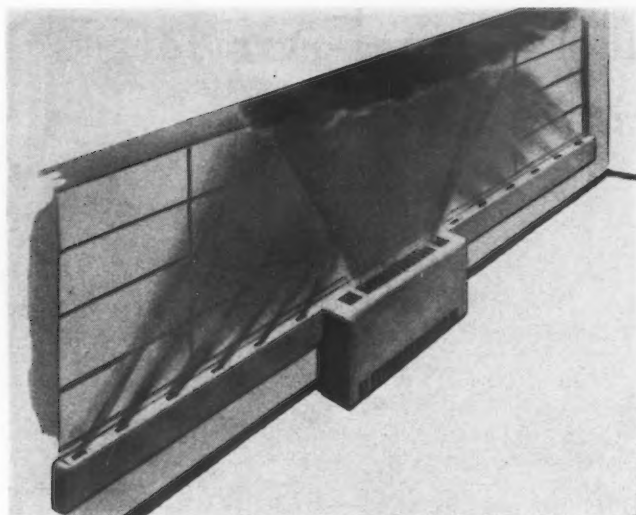


Fig. 1. Thermal Air Jet With Ventilator.

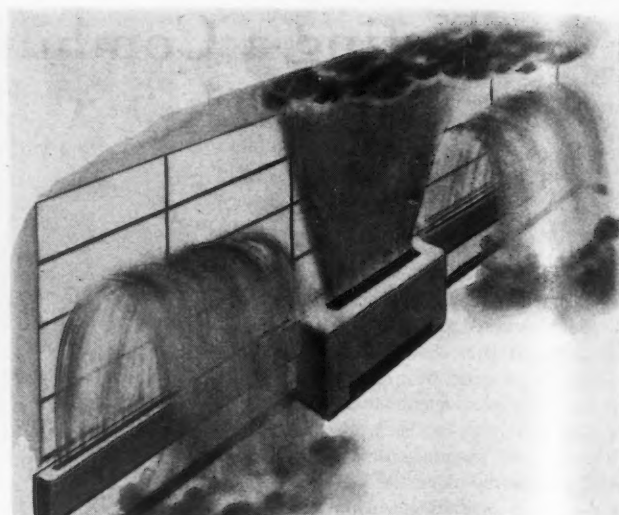


Fig. 2. Continuous Flow Separate From Ventilator.

Fig. 1 shows how the Thermal Air Jets, controlled by the Unit Ventilator, direct the currents into the blast from the ventilator. Fig. 2 shows a continuous flow of heated air on each side of the Unit Ventilator. This continuous flow is independent of the Unit Ventilator; hence it may produce down drafts when air is introduced below room temperature.

ceases to add heat into the room only after the heat output from the Unit Ventilator has been reduced or completely cut off. The only time the radiator within the Unit Ventilator adds any heat to the air when Wind-O-Line radiation is not in use is when it is necessary to do so in order to prevent the air from entering the room below a minimum temperature generally set at 60 degrees. It, therefore, can be properly said that Wind-O-Line radiation is first to add heat to the room when it is needed, and is the last of all sources which add heat to the room to be shut off after the room temperature has been satisfied. On this point it is important to remember that Wind-O-Line radiation is never adding heat to the room when the Unit Ventilator is introducing more than the specified minimum quantity of outdoor air.

Then there is the matter of keeping the rooms up to an acceptable temperature after classes are dismissed and there is no further need for ventilation. In the Wind-O-Line system, the radiation provided, in most cases is sufficient to keep the rooms above 40 degrees in the coldest weather overnight without running the Unit Ventilators. This is not always possible where the Unit Ventilator alone is used, and for that reason there are many designers who prefer the split system.

The Jets Are Part of the Blast

In the thermal-air jet system, as in all other systems employing Unit Ventilators alone, there exists no means of separating the needs of a part from the whole. In such an arrangement, the Unit Ventilator cannot deal alone with the separate or specific need of window downdraft, for it has but a single means of meeting the total requirements. Now, it has

been demonstrated that about one third of the total Unit Ventilator air requirements is all that is needed to combat window downdrafts. Therefore, about two thirds of the capacity of the Unit Ventilator is unrelated to the specific problem of window downdraft.

Where the total heating and ventilating requirements of the room are met by a blown air system without any supplementary radiation, it is traditionally called a blast system. The blast system does not possess the means to supply a small amount of heat directed solely at offsetting the chilling effect of these cold surfaces, for when the Unit Ventilator is supplying warm air along the window sills, it is also supplying a larger quantity of air at the same temperature direct from the Unit Ventilator into the room.

Continuous or Interrupted

At the end of any given period of time, both systems operating under identical conditions and identical room requirements will have supplied the same number of heat units (BTU), but in the case of the supplementary system, the heat rate will be lower but more continuous than in the thermal-air jet system, or for that matter in any other system which does not separate window warming from general room heating.

Another important advantage of the continuous system over any sill-line forced discharge system, is its flexibility of application. It may be readily applied to all jobs regardless of construction details or other considerations, such as the position of the Unit Ventilator in the room. A sill-line forced discharge system, on the other hand, is dependent for its successful application upon an air flow path unobstructed by internal columns, overhang-

ing sills, certain types of window shades, or other physical objects which might interfere with the proper discharge of the air flow pattern.

Assuming that the thermal-air jet system described herein will perform as satisfactorily under classroom conditions as it has in the laboratory, there is a sound basis to conclude that its development marks another step forward in the field of thermal comfort in schoolhouse heating and ventilating, but for the reasons stated, even under the most favorable conditions it does not possess all the advantages of the continuous-flow system.

A PUZZLE

For a people who have a hero as worthy of worship as Jesus Christ we are uncommonly quiet about Him. How long since you have heard Jesus Christ respectfully mentioned in ordinary conversation? How long since you have heard His judgments appealed to in settling a discussion? How long since you have heard Him referred to as if He were a real person to be thought of and appreciated as a real person, and a very good and lovable one at that?

Why are we so shy about mentioning Him? Why do we feel uneasy and embarrassed when He is mentioned by someone who is not a priest or sister? Why have men come to judge as effeminate super-piety the mention of a man as strong as Jesus Christ? Have we grown so far from familiarity with our Leader that His entrance into our thoughts seems incongruous? Have we so acclimated ourselves to the things of this world that the entrance of Christ is a chill wind? — *The St. Norbert Times.*

Special Features at the Summer Schools

Catholic University of America

Washington 17, D. C.

Workshops, June 12-23

Social Sciences in Catholic College Programs
Integration in Catholic Secondary School
Philosophy of Curriculum in Catholic Elementary School

Special Education of the Exceptional Child
Nursing Program in Catholic Secondary School
Art Program in Catholic Secondary School
Art in Catholic Elementary Schools
Music Education

Workshops, June 29-Aug. 8

Intergroup Education, June 29-Aug. 8
Business Education, June 19-21

De Paul University

64 East Lake St., Chicago 1, Ill.

Workshops

Audio-Visual Education, July 27-Aug. 6. During the final week, students will participate in the second national convention of the Catholic Audio-Visual Educators.

Arts and Crafts, June 29-July 10
Physical Education, July 13-24
Kindergarten & Primary, June 29-Aug. 4
Liturgical Music, June 29-Aug. 5

St. Louis University

221 North Grand Blvd., St. Louis 3, Mo.

Curriculum Conference

The fifth annual Curriculum Conference, June 4-11, will present such features as: Philosophy and Implementation of the Curriculum; Man in Contemporary Society; Basic Concepts in Government to be Developed in Secondary School; Teaching Religion, Reading, Science, English, Geography, Gregorian Chant. There will be an illustrated lecture on the Vatican Library Microfilm Project.

The first Institute in Special Education will be held June 11-19. New students should send documents of qualification by May 15. Undergraduates apply to Rev. M. B. Martin, S.J., 221 North Grand Blvd., St. Louis 3, Mo. Graduates apply to Rev. Robt. J. Henle, S.J., at the same address.

Studies will include education of students with various handicaps — visual, acoustical, orthopedic, speech, mental, and educational. Parent and Child Guidance and Institutional Problems will be treated.

A workshop in Human Relations and Group Guidance, June 23-Aug. 1. Intended for anyone interested in promoting harmonious relations — elementary, secondary, and college teachers, community leaders, librarians, guidance workers, etc.

Nursing Service Administration. An Institute will be held, July 6-17 and a Workshop, July 20-31.

An Institute on Marriage Counseling, June 15-20, will provide practical training.

Speech and Audio-Visual Aids, June 23-July 31.
Creative Dramatics and Children's Plays, June 11-19.

Child Development, June 23-July 10.

Reading, June 15-July 3.

An Earth Science Institute, June 29-July 17, will include such subjects as the solar system, atmosphere, clouds, rocks and soils, minerals, etc.

An Institute in Home Economics, June 11-20,

will study family-centered courses in the curriculum.

A Workshop in Testing for Guidance Purposes, June 15-23.

Fordham University

School of Education, 302 Broadway, New York 7, N. Y.

Workshop in High School Costs

Dr. Francis M. Crowley, dean of the school of education of Fordham University, has announced a Workshop in the Costs of Maintaining Catholic High Schools, July 6-Aug. 14.

The Workshop is the result of a research project conducted for two years by Dr. Robert L. Burns and his associates. A special feature of the study was the separation of the financial problems of parish organization from the cost of maintaining the high schools.

Participants in the Workshop will receive a thorough grounding in the principles of school finance, specific help in analyzing the peculiarities of the local situation, and the formulation of an objective method for the ready calculation of per pupil costs from year to year.

The course will carry graduate credit. The only prerequisite is a familiarity with the operation of a Catholic high school.

Red Cross Aquatic School

A 10-day Red Cross National Aquatic School

will be held at Lake Geneva Naval Camp, Lake Geneva, Wis., Aug. 19-29. The purpose is to train leaders and teachers who will conduct safety courses elsewhere according to Melvin A. Buzzard, first aid and water-safety services director of the Midwestern area of the American Red Cross. Information may be obtained from any Red Cross Chapter or from the Midwestern Red Cross Area Office, 4050 Lindell Blvd., St. Louis 8, Mo.

Marywood College

Scranton 9, Pa.

Workshops

Music Education, July 13-18. All phases of music education from kindergarten through high school.

Home Economics, June 29-Aug. 7. Planning modern teacher procedure which may be adapted to the all-purpose home-economics classroom. The final two weeks will consist of a laboratory unit in Arts and Crafts.

Nazareth College

Rochester 18, N. Y.

Library Science

The second summer's program of a three-summer sequence in Library Science, July 3-Aug. 10. Courses in Classification and Cataloging and in Basic Reference. Open to all. Three college credits for each course.

St. Norbert College

West De Pere, Wis.

The nineteenth summer session offers courses needed for certification of elementary and secondary teachers and the regular college academic subjects.



LONG JOHN SILVER PLOTTING HIS MUTINY

A seventh grade class at the School of the Brown County Ursulines, St. Martin, Ohio, dramatized *Treasure Island* and made darning-egg puppets to represent the characters on a cardboard stage with painted backdrop.

University of Detroit

Detroit 21, Mich.

Workshop

Diagnostic and Remedial Technique in Reading, June 22-July 17.

Institutes

Educational Television, July 13-31.

Psychological Problems in Pastoral Work (for clergy), Aug. 3-7.

Marquette University

Milwaukee 3, Wis.

Institutes

Medico-Moral Problems, June 15-19. For hospital personnel: chaplains, Sisters, doctors, nurses. Directed by Rev. Gerald Kelly, S.J.

Lectures on English Literature, June 25, July 6, July 13.

Panel discussion on English studies from the grades through the graduate school, July 20.

Mental Health, July 1-2.

Current Events, June 23-24, and July 7.

Reading, June 30.

Television and Radio, July 15-16.

Intergroup Education, July 21.

Guidance, July 27.

Statistical Quality Control, June 15-20.

Conferences

High School Debate Question, 1953-1954, one or two afternoons a week, June 22-July 31.

Religious Conferences on Sunday afternoons during the summer session. For Sisters.

Workshop

Gregorian Chant. Six sessions. Time not yet assigned.

Labor; and The Role of Consumer.

Members of the panel were: Rev. John F. Davis, Seton Hall University, South Orange, N. J.; Brother Finbarr, O.S.F., St. Francis College, Brooklyn, N. Y.; Sister Athanasia, C.S.J., Regis College, Weston, Mass.; Sister E. Maria, S.C., College of St. Elizabeth, Convent Station, N. J.; and Sister Anne Therese, S.N.D., Emmanuel College, Boston, Mass. The panel summarizer was John Q. Adams, Manhattan Refrigerating Company, New York.

The High School Section placed emphasis on the theme: *The Apostolate of Catholic Business Teaching*. Brother A. Lawrence, F.S.C., Bishop Loughlin High School, Brooklyn, N. Y., presided as the chairman of this panel.

The Apostolate of Work was presented by Edward Marciniak, founder and editor of *Work*, instructor in labor economics at Rosary College, a founder of the Catholic Labor Alliance, and a member of the Chicago Newspaper Guild. Other topics included by the panel members were as follows: Our Apostolate in Guiding Business Students; Our Apostolate With the Below-Average Business Student; Our Apostolate With Catholic Social Concepts in Business Education; and The Business Graduate's Apostolate in the Armed Forces.

Panel members were: Rev. William F. Kelley, O.S.F.C., Northeast Catholic High School, Philadelphia, Pa.; Sister Victoire, O.P., St. Edmund's Commercial High School, Brooklyn, N. Y.; Brother Leo V. Ryan, C.S.V., Spalding Institute, Peoria, Ill.; and Brother Douglas, F.S.X., Archbishop Stepinac High School, White Plains, N. Y.

The activities of the 1953 National Convention were closed with Solemn Benediction of the Most Blessed Sacrament at St. Nicholas Church with Rev. William F. Kelley, O.S.F.C., celebrant; Rev. Charles B. Aziere, O.S.B., deacon; and Rev. Raymond F. X. Cahill, S.J., subdeacon.

The 1954 C.B.E.A. convention will be held in Chicago, Ill.

The National Officers and Executive Board members for 1953-54 are as follows:

President: Brother Philip, O.S.F., St. Francis Monastery, Brooklyn, N. Y.

Vice-president: Sister M. Dorothy, O.P., Bishop McDonnell Memorial High School, Brooklyn, N. Y.

Secretary: Sister M. Athanasia, C.S.J., Regis College, Weston, Mass.

Treasurer: Sister M. Immaculata, R.S.M., Mt. Mercy Junior College, Cedar Rapids, Iowa.

Editor of C.B.E.A. Review: Rev. Charles B. Aziere, O.S.B., St. Benedict's College, Atchison, Kans.

Public Relations Director: Brother J. Alfred, F.S.C., Christian Brothers High School, St. Louis, Mo.

Historian: Sister Irene de Lourdes, C.S.J., 80 Willoughby St., Brooklyn, N. Y.

Members-at-large:

Brother Kieran Ryan, C.S.C., St. Edward's University, Austin, Tex.

Brother Remigius, S.C., Thibodaux H. S., Thibodaux, La.

Brother James Luke, F.S.C., St. Mary's College, Winona, Minn.

Sister Catherine Maria, C.S.J., St. Brendan H. S., Brooklyn, N. Y.

Sister Anne Therese, S.N.D., Emmanuel College, Boston, Mass.

Sister Miriam, S.C., College of St. Joseph, Mt. St. Joseph, Ohio.

Brother Oliver Aiu, S.M., St. Louis College, Honolulu, Hawaii.

Sister Joseph Theophile, F.C.S.P., St. Vincent Academy, Walla Walla, Wash.

Eighth Annual Convention of the Catholic Business Education Association

The Catholic Business Education Association held its eighth annual convention at the Columbus Hotel, Atlantic City, N. J., April 8-9.

The annual meeting of the executive board was held on April 8, after the opening Mass at St. Nicholas Church. The hospitality hour for all members and their guests featured a concert by Jessica Dragonette. On April 9, the members attended Mass for living and dead members. Rev. Raymond F. X. Cahill, S.J., of Holy Cross College, was the celebrant.

Brother Philip, O.S.F., national president, in his convention message expressed appreciation on the splendid attendance and the continued support given to this and other C.B.E.A. activities. He stated that the Association owes a special debt of gratitude to His Excellency, Most Rev. Bartholomew J. Eustace, Bishop of the Camden Diocese, and his superintendent of schools, Rev. Charles P. McGarry. Their co-operation, along with that of Most Reverend Loras T. Lane, president of Loras College, and Msgr. Frederick Hochwalt, executive secretary of the National Catholic Educational Association, went far to make this a successful convention. At this general session, Brother Philip introduced Rev. Charles P. McGarry, who welcomed C.B.E.A. members and guests, and also Most Rev. Loras T. Lane, Auxiliary Bishop of Dubuque, Iowa, president of Loras College of Dubuque, who addressed the assembly on the subject: The Challenge of Social Charity. He stated:

"Whereas social justice prompts men to make and keep laws and regulations for the common good, social charity seeks the same end by prompting men to mutual forbearance, kindness, understanding, and helpfulness over and above the requirements of human laws. In this sense, social charity is sometimes called benevolence toward one's fellow man in society. It emphasizes the quality of good will as essential toward a right ordering of human relationships. That is why, in the first message from heaven transmitted to men after the Saviour's birth, the angelic chorus promised peace as the reward of good will. It is on the same basis that peace will be restored in our economic life."

At the joint session of the high school and college sections, which followed, a panel was presented entitled: *The Catholic Business Gradu-*

ate and the Labor Movement.

The chairman of this panel was Brother Justin, F.S.C., department of labor-management relations, Manhattan College, N. Y. The panel included: Sister Catherine Maria, C.S.J., St. Brendan's High School, Brooklyn, N. Y.; Rev. Wm. F. Kelly, Social Action School, Brooklyn, N. Y.; William J. Hart, director of District 19, United Steel Workers of America and a member of the Pittsburgh board of education; John Sheehan, LL.B., instructor at Manhattan College and Westchester Labor School and one of the founders of the Association of Catholic Trade Unionists.

Topics included in this discussion were as follows: The Church and the Labor Movement; The White Collar Worker and the Labor Movement; What Has Been Done to Interest Our Students in the Movement; and Practical Problems Confronting Teachers in This Area.

Sister M. Alexius, O.P., chairman, department business education, Edgewood College, Madison, Wis., and also of Catholic University, Washington, D. C., presented information on the excellent program prepared for the forthcoming C.B.E.A. Business Education Clinic, to be held at Catholic University, June 19-21.

The C.B.E.A. members and guests were acquainted with the new shorthand text entitled: *Encyclical Dictation*, by its author, Sister M. Therese, O.S.F., Madonna High School, Aurora, Ill.

The luncheon speakers were: Most Rev. Bartholomew J. Eustace, S.T.D., Bishop of Camden, N. J., who spoke on the importance of the contribution that each business teacher makes to the field of business education and life, and that no one can do the job as we do it and the way we do it. Dr. James R. Meehan, Hunter College, New York City, presented the group with this challenge: *Professional Responsibilities of Catholic Business Teachers.*

The afternoon sessions were devoted to sectional meetings. The College Round Table devoted its session to: *Catholic Social Principles in Action*. Rev. Raymond F. X. Cahill, S.J., Holy Cross College, Worcester, Mass., presided as chairman of this assembly. Topics covered included: Integration of Economic Society Through the Industry Council Plan; The Role of Government in the Plan; The Role of Management; The Role of

Catholic Education News

AD MULTOS ANNOS

★BROTHER BEDE EDWARD, F.S.C., professor of education at St. Mary's College of California, observed his golden jubilee as a Christian Brother on May 16, 1953. Hundreds of St. Mary's alumni to whom Brother Bede was both a teacher and a friend returned to the campus on May 16, the first day of homecoming week end, to assist at a solemn Mass of thanksgiving celebrated in his honor. A reception and buffet luncheon followed at noon in Oliver Hall. During his 30-year association with St. Mary's, Brother Bede has held numerous faculty and administrative positions, presently in the capacity of director of the college's placement bureau.

★REV. ALFRED J. RABE, S.M., will observe the golden jubilee of his religious profession in August. Father Rabe, a native of Covington, Ky., has held a number of administrative positions. He has been president of Chaminade College, Clayton, Mo.; president of St. Mary's University, San Antonio, Texas; delegate to the general chapter of the Society of Mary in Belgium in 1933; and, at present he is pastor of a mission church at Helotes, Texas, with residence at St. Mary's University.

★BROTHER JOHN G. GEISLER, S.M., of Colegio Ponceno in Ponce, Puerto Rico, who is professor of chemistry at Santa Maria University in that city, will celebrate his golden jubilee in the Society of Mary on August 30.

★BROTHER LEO VERHOEVEN, S.M., of the University of Dayton will celebrate his golden jubilee on August 30.

HONORS AND APPOINTMENTS

Philosophical Association

JAMES COLLINS, associate professor of philosophy at St. Louis University, was elected president of the American Catholic Philosophical Association, April 9, at the association's 27th annual meeting at the University of Notre Dame, South Bend, Ind. He succeeded ELIZABETH SALMON, Fordham University, New York.

Other officers named were: CHARLES O'NEILL, Marquette University, vice-president; REV. JOSEPH B. MCALLISTER, Catholic University of America, Washington, D. C., treasurer; and REV. CHARLES A. HART, also of the Catholic University, secretary.

Marist Brothers

BROTHER THOMAS AUSTIN, F.M.S., Provincial of the U. S. Province of the Marist Brothers, has been elected Assistant General of Marist Provinces of the U. S. and Canada, it was announced recently.

BROTHER LINUS WILLIAM, F.M.S., director of St. Ann's School, New York, will succeed him as United States Provincial. Both are native New Yorkers and well known in educational circles.

Christian Brothers of Ireland

BROTHER ARTHUR A. LOFTUS, President of Iona College, New Rochelle, N. Y., is the new Provincial of the American province of the Christian Brothers of Ireland. He is 48 years of age, and was born and educated in New York.

Brother Loftus succeeds BROTHER PATRICK A. GLEESON whose term of office has expired.

New Provincial Superior

MOTHER M. BERNARDIA has recently been elected new Provincial Superior of the Mankato Province of the School Sisters of Notre Dame. She will be installed on June 20, succeeding MOTHER M. ANNUNCIATA, who completes her second 6-year term in office this year.

Geophysical Union

The election of REV. JAMES B. MACELWANE, S.J., dean of St. Louis University's Institute of Technology, as president of the American Geophysical Union was announced at the annual meeting of the association May 4-6 in Washington, D. C.

DR. ROSS R. HEINRICH, professor of geophysics and geophysical engineering at St. Louis University's Institute of Technology, was elected president of the section of seismology of the American Geophysical Union, it was also announced.

The American Geophysical Union constitutes the Committee on Geophysics of the National Research Council and contains eight sections: Geodesy, Seismology, Meteorology, Terrestrial Magnetism and Electricity, Oceanography, Volcanology, Hydrology, and Tectonophysics, each of which has a president, vice-president, and secretary.

EDUCATIONAL MEETINGS

Sisters of Mercy

The Sisters of Mercy of the Union recently held their first national educational conference at Atlantic City, N. J., under the auspices of Mother General Mary Bernardine Purcell, R.S.M., of Bethesda, Md.

The motto of the conference was "Santification, Education, Unification." The conference recommended the establishment of an educational board in each province—Baltimore, Chicago, Cincinnati, Detroit, New York, Omaha, Providence, Scranton, and St. Louis.

A resolution at the closing session asked for a daily Our Father for civil authorities from each of the 155,000 children taught by the Sisters of Mercy of the Union.

SCHOOL NEWS

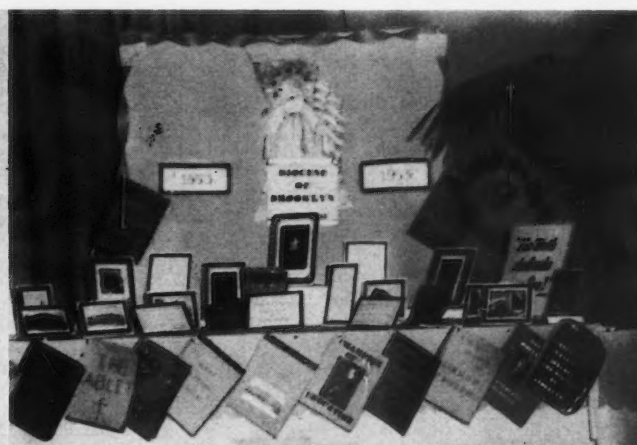
Released Time

The Francis T. Nicholls public high school in New Orleans has an enrollment of 1300 students, 1000 of whom are Catholics. All the Catholic students attend released-time classes in religion at a nearby Catholic school. One group is dismissed for this purpose on Tuesday afternoon and another on Thursday. Most of these students are also members of the Nicholls Junior Newman Club which meets once a week.

An Art Fair

The department of education of the Archdiocese of Boston, on April 25 and 26, held its first annual art fair. Teachers were urged to enter the work of their pupils. The following directions were included in Msgr. Sherlock's announcement: "The judges will look for large free work—Please look over your entries. Be sure they have creative spirit and life. Be sure that they fill the page and that they have imagination and thought. Neatness and perfection of rendering does not necessarily qualify the work as outstanding—Life, rhythm, movement do—Your regular classroom papers are apt to be better than any that are done especially for the fair."

(Continued on page 21A)



Correlation of Reading and History at St. Therese of Lisieux School, Brooklyn, N. Y. Each class arranged an exhibit to illustrate their reading and discussion. A public librarian gave them a talk on Catholic Action through reading the best books from the libraries. The children entered a Catholic Digest contest. The teachers are Sisters of Mercy.

New Books of Value to Teachers

Right and Reason: Ethics in Theory and Practice

By Austin Fagothey, S.J. Cloth, 583 pp., \$5.75. The C. V. Mosby Company, St. Louis 3, Mo. 1953.

This excellent book has 525 pages of text, 11 pages of bibliography, and 24 pages of index material. Together with the author's preface and the table of contents, the book contains 583 pages. After each chapter a list of selected authors is appended.

The author has a deep grasp of Aristotelian-Thomistic principles, and he displays a remarkable flare for applying them to the conditions and circumstances of modern living: principles are easily given, but their application often demands the knowledge of an expert. Every page of this book shows that the author is well versed in ethical lore; he handles the subject matter completely and thoroughly.

The various chapter headings reveal the coverage of the vast material of the science of ethics. All in all, there are thirty-four chapters. So far as the presentation is concerned, the author in his preface has explained his reasons for using nontechnical language as the general medium of expression. As he himself says: "Ethics deals with the everyday activities of human life and should be expressible in commonly current terms."

In a book as large as this it would be tempting for the reviewer, who has himself written a book on ethics, to criticize the author in his arrangement and presentation of the contents. Due, however, to the general excellence of the book, such an attitude would be picayunish; and so this reviewer refrains from making adverse criticism and gives the book and its author his unqualified endorsement.—C. N. Bittle, O.F.M.—Cap.

Fourth Year Latin

By Sister Francis Joseph, I.H.M., and Roy J. Deferrari. Cloth, 454 pp., \$3.96. The Bruce Publishing Co., Milwaukee 1, Wis., 1953.

This is the final book of the Marian Latin Series for the high school. It features a study of Vergil's *Aeneid*. Books I, II, IV, and VI of the *Aeneid* are presented for translation and study. They are accompanied by copious footnotes in small type, occupying more space than the text. Books III, V, and VII to XII are summarized in English to give the student the complete story.

Part One of the book gives a comprehensive introduction to the *Aeneid*. Part Two contains the text or summary of the poem. Part Three is devoted to Ecclesiastical Latin—verse by the Christian classical Latin poet, Prudentius, and other common liturgical hymns. Part Four consists of exercises in composition. An Appendix includes a summary of Latin grammar, the inflections, and conjugations. Latin-English and English-Latin vocabularies and the index complete the volume.

The footnotes provide a complete study guide pointing out special translations and uses of words, explanations of syntax, etc. These teaching features are supplemented by review questions.

The Reason for Ann and Other Stories

By Myles Connolly. Cloth, 232 pp., \$3. Mc-Mullen Books, Inc., New York 7, N. Y.

Ever since the publication of *Mr. Blue*, the author has been recognized as a fine novelist. He is no less popular as a writer of short stories. For many years his short stories have been published regularly in the most popular magazines in

the country. Here are six of them collected in one volume. Varied and provocative, they run the gamut from the light, humorous, completely delightful *The Reason for Ann*, the loves and adventures of handsome, reckless, devil-may-care O'Sullivan as viewed from the heavenly heights by two recording angels; to *Seminary Hill*, a grim, spine-tingling account of a sinister plot to infiltrate a seminary for the purpose of ruining the Church from the inside (based on an actual attempt).

Between these extremes are: *The Pigeon From St. Bartholomew's*, a whimsical satire on spring and the materialism of the U.N.; *Love, Tomi*, a poignant story of a boy's undeclared love for his father; *Natural Causes*, a vivid and dramatic study of divorce and its effect on a young girl; and *The Big Red House on Hope Street*, a realistic story of an insolent, swaggering juvenile delinquent who is won over to a new outlook on life by the Good Shepherd nuns to whose care she is entrusted—aided in no small measure by what someone might call a miracle. Here is a collection of rich, warm, and human tales that will appeal to all who enjoy Mr. Connolly's storytelling.

Teaching Religion for Living

Sister M. Agnesine, S.S.N.D. Cloth, 184 pp., \$3. The Bruce Publishing Co., Milwaukee 1, Wis.

Because we think the purposes of this book are so well accomplished, we shall let the author, herself, explain them: "The chief purpose of this book is to awaken in the religion teacher an awareness of his sublime calling: to teach the truths of our holy religion with so much warmth, sincerity, and conviction that pupils will want to accept and live these truths, and will be impelled to share them with others. . . . A further purpose is to review fundamental principles in methods of teaching, to apply them to the teaching of religion, and to illustrate their use. Still another purpose is to view critically different techniques used in the teaching of religion in the past and, at present, to note limitations of these practices, and to draw practical conclusions for the improvement of the teacher's own methods."

Each chapter contains many pertinent thought problems and questions, designed to stimulate deeper thought and research thus implanting in the mind the truths studied. The practical application of this thought and study is evidenced in chapters on: Teaching the Mass; First Confession and After; Holy Communion; Teaching Children to Pray; The Religion Teacher and the Home; The Saints in Character Building; Teaching Religion to Public School Children, to name a few.

"Perhaps the greatest advantage of the present book is that it not only sets down certain principles and practices for making religion teaching effective, but also endeavors to carry out these principles in actual practice, whenever consistent with the subject matter. For example: the reader is confronted in these pages with a problem to think through for himself. . . . Again, the reader is told that he must vary his approach to the religion lesson if he wishes to arouse interest and attention in his pupils." In short, this text's very emphasis on practical application is its most rewarding feature. The style is interest holding, enthusiastic, thought provoking in the strictest sense; it is happily lacking in side-line philosophizing, brisk, and to the point. Prospective and experienced religion teachers alike, will profit from *Teaching Religion for Living*, by a teacher of religion teachers.

The Concept of Authority in Contemporary Educational Theory

By Sister M. Sain Catherine Sullivan, Ed.M. Paper, 239 pp., \$2.75. Catholic University of America Press, Washington, D. C.

This study of the concept of authority—and of authoritarianism—deals with the conflicting thought of modern philosophers and educators and argues the need for any truly effective system of education of accepting an authority rooted in the eternal law of divine reason. As a basis of the problems discussed, the author traces in Chapter I the historic and the religious, philosophical, social, and scientific factors which have shaped modern thought on authority. The breakdown of the idea of authority in recent American education is presented in the second chapter. Chapters III and IV take up respectively the problems of intellectual and moral authority both in the philosophical and theological aspects and the application of modern theory to educational practice.

As the author points out, the whole subject has been neglected by modern educational theorists, or approached in a derogatory manner as mere authoritarianism. Studies like the present are especially useful if democracy is to receive from education its share of help to its continued growth.

The Reading Interests of Young People

By George W. Norvell. Cloth, 264 pp., \$3.50. D. C. Heath & Co., Boston, Mass.

This book presents the results of an investigation of the reading interests of more than 50,000 children in New York State who are studying under 625 teachers in all types of communities and all sizes of schools within the Empire State.

The school character interests of the children would indicate remarkable reading abilities and tastes. A question which may be raised seriously relates to the advisability of making certain books available to young children whose minds are still largely unformed and who lack the critical background to pass judgment. The books are certain to cause confusion concerning accepted ideas of morality, religion, and sex. By and large, the vast majority of the books are healthy and reflect our American culture as well as our best literary tastes.

Handbook of Writing and Speaking, Second Edition

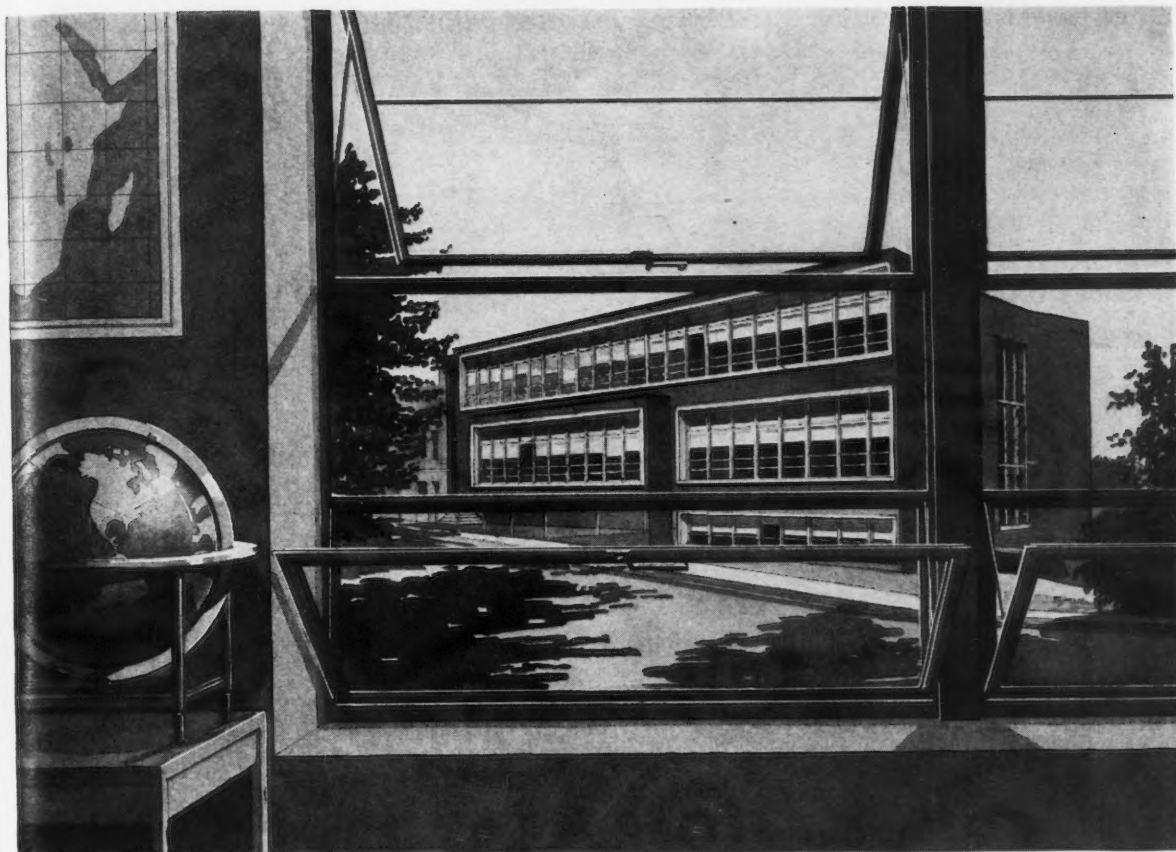
By Woolley, Scott, and Tressler. Cloth, 355 pp., \$2.40. D. C. Heath and Co., Boston, Mass.

This new second edition of a well-known, popular book is planned as a textbook for a practical high school course in composition and also as a reference manual of English usage. Explanations are simple and clear. There are plenty of examples to illustrate and clarify definitions, rules, and principles. As a textbook it will appeal to both teacher and student. For the teacher it will eliminate much discussion and detailed explanation because it supplies to the student just the information he needs in concise terms. And it is one textbook which students will wish to keep at hand for future reference.

Teaching With Radio, Audio, Recording and Television Equipment

By the Joint Committee of the U. S. Office of Education and the Radio-Television Manufacturers Association on the use of Communications Equipment in Education. Paper, 46 pp. For a

(Continued on page 25A)



Lupton Aluminum Windows for Strength, Beauty and Comfort

*Elementary School #5,
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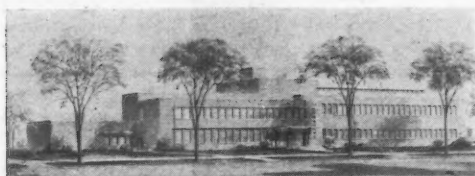
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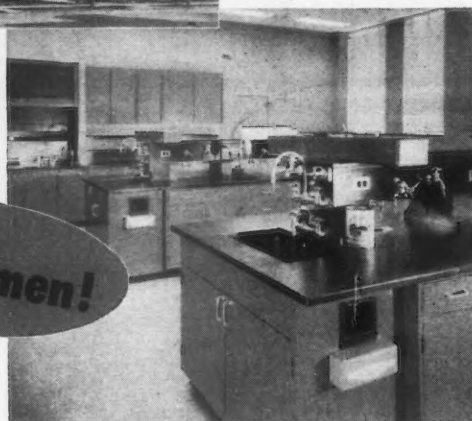


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Audio-Visual Aids

(Concluded from page 8A)

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Young America. 58 fr., color, 35mm. (Fundamentals of English, Series No. 1)

Prepositions and Conjunctions (Filmstrip)

Young America. 45 fr., color, 35mm. (Fundamentals of English, Series No. 1)

The Simple Sentence (Filmstrip)

Young America. 41 fr., color, 35mm. (Fundamentals of English, Series No. 1)

Verbs and Their Uses (Filmstrip)

Young America. 53 fr., color, 35mm. (Fundamentals of English, Series No. 1)

NATURE STUDY

(See also *Science and Engineering*)

The Easter Season

Coronet. 10 min., sd., b&w, 16mm.

How Rocks Are Formed (Filmstrip)

Pop. Sc. 50 fr., color, 35mm.

How Trees Grow (Filmstrip)

Pat Dowling. 26 fr., b&w, 35mm.

The Moon, Our Earth's Nearest Neighbor (Filmstrip)

48 fr., color, 35mm. (*Elementary Science Series*. Set No. 2)

Also *The Solar System*. 43 fr.

What Causes the Seasons. 46 fr.

Tippy the Town Dog

EBF. 10 min., sd., color, 16mm.

SAFETY

At Home and School With Tom and Nancy (6 Filmstrips)

Color, 35mm.

Safety on the Street

EBF. 10 min., sd., b&w, 16mm.

We Make Some Safety Rules (Filmstrip)

Young America. 38 fr., b&w, 35mm.

SCIENCE AND ENGINEERING

(See also *Nature Study, Trades, and Manufacturing*)

The Changing Seasons (Filmstrip)

Pop. Sc. 52 fr., color, 35mm.

Photosynthesis (Filmstrip)

Pop. Sc. 52 fr., color, 35mm.

Putting Water Power to Work (Filmstrip)

Pop. Sc. 53 fr., b&w, 35mm.

Using the Scientific Method

Coronet. 11 min., sd., b&w, 16mm.

The Water Cycle (Filmstrip)

Pat Dowling. 39 fr., b&w, 35mm.

TRADES AND MANUFACTURING

(See also *Business and Industry, Science, and Engineering*)

Care and Use of the Band Saw

Pop. Sc. 5 filmstrips

Also *The Circular Saw*; *The Drill Press*; *The Jig Saw*; *The Shaper*

Evolution of Machines

Pop. Sc. Filmstrip 52 fr., color, 35mm.

VOCATIONAL GUIDANCE

High School: Your Challenge

Coronet. 13 min., sd., b&w, 16mm.

School Life

School Life for April, 1953, tells how to get films from various governmental agencies. *School Life* is published monthly by the U. S. Department of Health, Education, and Welfare—Office of Education. For a subscription send \$1.25 to the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

AWARD WINNERS

Contest	7	6	5	4	3	2	1
AWARDS	1933	32	51	50	49	48	47
FIRST	1	2	1	2	2	2	2
MERT	1	2	2	3	2	2	2
HONOR	1	3	4	3	3	1	1
TOTAL	40	5	7	6	7	3	3

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Prize-Winning "Custom-Bilt by Southern" design, engineering and fabricating craftsmanship goes into Southern food preparation and serving equipment . . . designed to locate in many prize winning kitchens. Southern factories, cooperating with "Custom-Bilt by Southern" Dealers in your locality, assure prize winning features incorporated in your installation, with all elements of top award quality—at all times—regardless of contest awards.

UNIVERSITY OF OKLAHOMA Memorial Union Building Norman, Oklahoma	First 1933	BLUMHOF'S INC. Miami, Florida	Mert 1931
ST. VINCENT'S HOSPITAL Toledo, Ohio	First 1931	LA SALLE HOTEL South Bend, Indiana	Mert 1930
FAMOUS-BARR Clayton, Missouri	First 1931	EDDY'S RESTAURANT Kansas City, Missouri	Mert 1930
HERMANN HOSPITAL Houston, Texas	First 1949	INDIANA UNIVERSITY Bloomington, Indiana	Mert 1930
KEEN EDDY'S DRIVE-IN Lincoln, Nebraska	Mert 1933	MACY'S GARDEN TEA ROOM Kansas City, Missouri	Mert 1930
HOTEL NORDLEBACH Kansas City, Missouri	Mert 1933	LA SALLE HOTEL South Bend, Indiana	Mert 1930
PRUDENTIAL LIFE INSURANCE CO. Houston, Texas	Mert 1933	NORTH AMERICAN LIFE & CASUALTY CO. Minneapolis, Minnesota	Mert 1949
PIQUETTE UNIVERSITY Residence Hall "X"—Lafayette, Indiana	Mert 1933	UNIVERSITY OF NEBRASKA Lincoln, Nebraska	Mert 1948
ST. JOHN'S ORPHANAGE Belleville, Illinois	Mert 1933	ST. JOHN'S HOSPITAL St. Louis, Missouri	Mert 1948
SWEDISH-AMERICAN HOSPITAL Rockford, Illinois	Mert 1933	MILLENBAM & GILBERT AIRPORT RESTAURANT Kansas City, Missouri	Mert 1947
THOMPSON PRODUCTS, INC. Evanston, Ohio	Mert 1933	VENGER HOTEL San Antonio, Texas	Mert 1947
UNION ELECTRIC CO. (Grand)	Mert 1933	LINCOLN STATE HOSPITAL Lincoln, Nebraska	Mert 1933
ST. ANNE'S HOSPITAL St. Louis, Missouri	Mert 1932	GIBBEL'S RESTAURANT Milwaukee, Wisconsin	Mert 1932
ST. ANTHONY'S HOSPITAL Hays, Kansas	Mert 1932		
MAWBY RESTAURANT CO. South Euclid, Ohio	Honor 1932	WAYZATA HIGH SCHOOL Wayzata, Minnesota	Honor 1932
BLISS HOTEL COFFEE SHOP Tulsa, Oklahoma	Honor 1931	MIAMI BUFFET Atlanta, Georgia	Honor 1931
MINNEAPOLIS HONEYWELL REGULATOR CO. Minneapolis, Minnesota	Honor 1931	HOTEL WEBSTER HALL Pittsburgh, Pennsylvania	Honor 1931
LOOKAN BASIC COLLEGE St. Louis, Missouri	Honor 1930	MERCY HOSPITAL Springfield, Ohio	Honor 1930
MONSANTO CHEMICAL CO. St. Louis, Missouri	Honor 1930	DETROIT ATHLETIC CLUB Detroit, Michigan	Honor 1949
NATIONAL TIDDLE HOUSE CORP. Memphis, Tennessee	Honor 1949	TOLLER DRUG CO. Sioux City, Iowa	Honor 1949
ST. ELIZABETH HOSPITAL Houston, Texas	Honor 1948		
HOTEL CONSUMMER Lincoln, Nebraska	Honor 1947		



All "Custom-Bilt by Southern" installations are "V. L. P. S." reflecting VERY IMPORTANT PURCHASES. Indeed—to Southern factories and Dealers. Call in your Southern Dealer today!

FOOD SERVICE INDUSTRY BEGINS AT BEGINNING TO POLICE ITSELF

Food Service Equipment Makers Get National Sanitation Code Of Standards to Guide Them

There are somewhere near 600,000 established places to eat in the United States outside of the American Home, ranging from soda fountain lunchettes to hospital diet kitchens and factory canteens. They have been doing an annual gross business of 13 billions of dollars in recent years, making them the fourth largest retail operation in the nation and taking 25 cents of every dollar spent outside the home. Standards of sanitation in these places vary from excellent to very very bad . . . Free Reprints of this complete Newspaper Article available to those interested in "up-grading" the industry—with permission granted for reprinting. Write Dept. C. C. 7, Southern Equipment Co.

25 ... THIS "WINNING TEAM" DEALER POLICY

For a quarter-century of progress—this accredited policy of Southern Equipment Company's successful "Selective" DEALER DISTRIBUTION.

This policy has proven sound! This has always reflected mutual trust between Factory and Dealer. This independently earned and operated Southern Dealer has built his Equipment and Supply business into an integral and substantial component of his locale. This obligation to his local trading area renders valuable exclusive territorial service—to fill his Customer's equipment needs. This Dealer is solidly backed by Southern Factory assurance of quality—with ability—with progress.

This two-way team combination stresses a "feet-on-the-ground" mutual understanding. This continually directs all combined efforts toward his Customer's satisfaction of all times!

This cooperation is "backed" with basic workable confidence, expressed tangibly for 25 years—(with many of the original Dealers still active). This was achieved without use of franchise, contract, or written agreement . . . dedicated to produce for his Customer now and in the future. This gives the Southern Dealer a look at the back of Southern's policy "picture"—the important Customer segment! . . .

- (A) Backed up by the local Southern Dealer.
- (B) Backed up by the Southern Factory Field Consultant Engineer.
- (C) Backed up by Southern Factory custom fabrication.

This team backs up the Dealer's Customer purchase! This gives "on-the-spot" national factory confidence of equipment brand quality and performance, with assured immediate local dealer service to his Customer. This good will disposition of the many Customer-friends of the "Custom-Bilt by Southern" Dealer . . . to return to the place where he has been well treated will always back up the Southern "picture". So, for this 25 years, we join in extending mutual thanks to OUR Customer.

"Custom-Bilt by Southern" Does QUALITY carry a high price tag?

Simply ÷ your Southern Dealer's Competitive First Costs into your "mileage" of Performance and Service received—

put a Southern Dealer Salesman in your Picture Write for Name of your nearest Dealer

SOUTHERN EQUIPMENT COMPANY ST. LOUIS 16, MO., U.S.A.

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Engineering Sales Conference

As recently published by N. S. E. I., prepared by the COMMITTEE ON FOOD EQUIPMENT STANDARDS and published by the NATIONAL SANITATION FOUNDATION, AMY RABCO, MINNEAPOLIS PRICE 50 Cents

Southern's Silver Anniversary celebrated in a very successful DEALER Engineering Sales Conference. Factory training, work ethics, engineering, service and sales sessions—coupled with technological advances in fabrication and installation, dominated the 3-day meeting . . . All dedicated to "Help Southern Dealers Help Themselves!"

SILVER ANNIVERSARY

Southern EQUIPMENT COMPANY



THE WINNING TEAM
SOUTHERN EQUIPMENT COMPANY
SOUTHERN DISTRICT
SOUTHERN OFFICE
SOUTHERN INSTALLATION

Custom-bilt by Southern QUALITY.

Preliminary analysis and planning—through designing, engineering and expert fabrication—with precision installation.
The finest in food preparation and serving equipment.

'CUSTOM-BILT' by Southern Factory Dealers Again Top The List With 7 Year Total of AWARD WINNERS

Contest	1947	1948	1949	1950	1951	1952	1953
AMAROS	1	2	3	4	5	6	7
FIRST	1	2	3	4	5	6	7
MILIT	1	2	3	4	5	6	7
HONOR	1	2	3	4	5	6	7
TOTAL	1	2	3	4	5	6	7

"For Highest Standards of Sanitation and for Superlative Achievement in Storing, Handling, Preparing and Serving Food."



Prize-Winning "Custom-bilt by Southern" design, engineering and fabrication craftsmanship goes into Southern food preparation and serving equipment... destined to locate in many prize winning kitchens. Southern factories, cooperating with "Custom-bilt by Southern" Dealers in your locality, assure prize winning features incorporated in your installation, with all elements of top award quality—at all times—regardless of contest awards.

UNIVERSITY OF OKLAHOMA Norman, Oklahoma	First 1953	BUNDLES INC. Miami, Florida	Merit 1951	MANBY RESTAURANT CO. South Euclid, Ohio	Merit 1952
ST. VINCENT'S HOSPITAL Toledo, Ohio	First 1951	J. L. HUDSON COMPANY Detroit, Michigan	Merit 1951	WAYATA HIGH SCHOOL Wayzata, Minnesota	Merit 1952
FAMOUS-BARN Clayton, Missouri	First 1949	EDDY'S RESTAURANT Kansas City, Missouri	Merit 1950	BLISS HOTEL COFFEE SHOP Tulsa, Oklahoma	Merit 1951
KIRKMAN HOSPITAL Houston, Texas	First 1949	INDIANA UNIVERSITY Bloomington, Indiana	Merit 1950	MIAMI BUFFET Atlanta, Georgia	Merit 1951
KEEN EDDY'S DRIVE-IN Lubbock, Nebraska	Merit 1953	MACY'S GARDEN TEA ROOM Kansas City, Missouri	Merit 1950	MINNEAPOLIS HOMEWELL REGULATOR CO. Minneapolis, Minnesota	Merit 1951
HOTEL MUEHLBACH Kansas City, Missouri	Merit 1953	LA SALLE HOTEL South Bend, Indiana	Merit 1949	HOTEL WESTER HALL Pittsburgh, Pennsylvania	Merit 1951
MIDCENTRAL LIFE INSURANCE CO. Houston, Texas	Merit 1953	NORTH AMERICAN LIFE & CASUALTY CO. Minneapolis, Minnesota	Merit 1949	LOGAN BASIC COTTAGE St. Louis, Missouri	Merit 1950
PURDUE UNIVERSITY Lafayette, Indiana	Merit 1949				

ST. LOUIS POST-DISPATCH For a \$13,000,000 Industry... New Goals to Be Achieved FOOD SERVICE INDUSTRY BEGINS AT BEGINNING TO POLICE ITSELF Food Service Equipment Makers Get National Sanitation Code Of Standards to Guide Them

There are somewhere near 600,000 established places to eat in the United States outside of the American Home, ranging from sodafountain luncheonettes to hospital diet kitchens and factory canteens. They have been doing an annual gross business of 18 billion dollars in recent years, making them the fourth largest retail operation in the nation and taking 25 cents of every dollar spent outside the home. Standards of sanitation in these places vary from excellent to very very bad... Free Reprints of this complete Newsweek Article available to those interested in "up-grading the industry"—with permission granted for reprinting. Write Dept. C. C. T. Southern Equipment Co.

THIS "WINNING TEAM" DEALER POLICY For a quarter-century of progress—the accredited policy of Southern Equipment Company's successful nation-wide sales pattern has advocated and practiced "Selective" DEALER DISTRIBUTION.

This policy has proven sound! This has always reflected mutual trust between Factory and Dealer. This independently owned and operated Southern Dealer has built his Equipment and Supply business into an integral and substantial component of his locale. This obligation to his local trading area renders valuable exclusive territorial service—to fill his Customer's equipment needs. This Dealer is solidly backed by Southern Factory assurance of quality—with policy—with progress. This two-way team combination stresses a "team-on-the-ground" mutual understanding. This continually directs all combined efforts toward his Customer's satisfaction at all times! This cooperation is "packed" with basic, workable confidence, expressed tangibly for 25 years—with many of the original Dealers still active. This was achieved without use of franchise, contract, or written agreement.



As recently published by N. S. F. ... Prepared by the COMMITTEE ON FOOD EQUIPMENT STANDARDS and published by the NATIONAL SANITATION FOUNDATION, ANN ARBOR, MICHIGAN PRICE 30 Cents

Southern's Silver Anniversary culminated in a very successful DEALER Engineering Sales Conference. Factory training, work ethics, engineering, service and sales sessions—coupled with technological advances in fabrication and sanitation, dominated the 3-day meeting... All

P. S. HELLO THERE! After looking over Southern's "inside picture"—Com'on back! If you're interested in getting "Custom-built by Southern" into your "picture"—

.. Just jot your Name, Address, and Type of Establishment across this sheet, listing just the Numbers desired: 1. I plan a new installation; 2. I plan to remodel;

.. 3. Have Dealer Salesman call; 4. Send literature; 5. Send NO Salesman or literature—"I've got a problem," and need answers—, so have your Dealer's Engineer contact me.

.. Tear off at fold and mail to Dept. C. C. T., Southern Equipment Co., 5020 S. 38th St., St. Louis 16, Mo. No obligation, of course. (Indicate Magazine) Thanks!

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of
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Equipment
Company...

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important
purchasers ▶▶▶

25

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Our Start for the Future

As Advertised to the
following Mass Feeding
Fields...

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- Hospitals
- Hospital Progress
- The American School Board Journal
- Catholic School Journal
- American Restaurant Magazine
- Hotel Management
- Church Property Administration
- Club Management
- International Steward
- Architectural Record
- Restaurant Equipment Dealer



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ORIGINAL of the FIRST the FINEST

SO MUCH QUALITY
—so little cost

← MORE Capacity
SAME Space

—UP TO 50% GREATER
FOOD CAPACITY

The SECO-SYSTEM of food storage offers the only COMPLETE line of multiple pan combinations with MORE capacity, MORE sizes, MORE depths, WITH covers . . . plus the famous "NESTROL" nesting feature (making it easy to stack and separate empty pans). SECO-WARE food storage pans are die-stamped of one-piece solid stainless steel; coved corners, smooth rounded edges, lustrous finish. Pans are interchangeable within 12x20" top openings. Over 500 COMBINATIONS utilize every INCH of table or counter top openings. Available in series of FULL; TWO-THIRD; ONE-HALF; ONE-THIRD; ONE-FOURTH; ONE-SIXTH; ONE-NINTH SIZES—Depths of 1", 2½", 4", 6", 8". SECO-WARE offers a triumph of engineering research—With up to 50% GREATER food Capacity with BETTER OPERATION . . . in REDUCED SPACE . . . with GREATER SPEED . . . plus MORE SERVINGS . . . to MORE CUSTOMERS . . . at LESS COST . . . with INCREASED PROFIT!

Investigate the Seco-System of Hot and Cold Food Storage—Call in your SECO-WARE Dealer today!

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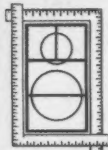
— but ONE is different

ORIGINALITY
of the FIRST

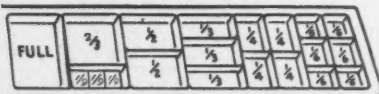
the FINEST in die-stamped stainless steel food storage pan combinations

SO MUCH QUALITY

— so little cost



MORE Capacity
SAME Space



— UP TO 50% GREATER
FOOD CAPACITY

The SECO-SYSTEM of food storage offers the only COMPLETE line of multiple pan combinations with MORE capacity, MORE sizes, MORE depths, WITH covers . . . plus the famous "NESTROL" nesting feature (making it easy to stack and separate empty pans). SECO-WARE food storage pans are die-stamped of one-piece solid stainless steel; coved corners, smooth rounded edges, lustrous finish. Pans are interchangeable within 12x20" top openings. Over 500 COMBINATIONS utilize every INCH of table or counter top openings. Available in series of FULL; TWO-THIRD; ONE-HALF; ONE-THIRD; ONE-FOURTH; ONE-SIXTH; ONE-NINTH SIZES—Depths of 1", 2½", 4", 6", 8". SECO-WARE offers a triumph of engineering research—With up to 50% GREATER food Capacity with BETTER OPERATION . . . in REDUCED SPACE . . . with GREATER SPEED . . . plus MORE SERVINGS . . . to MORE CUSTOMERS . . . at LESS COST . . . with INCREASED PROFIT!

Investigate the Seco-System of Hot and Cold Food Storage—Call in your SECO-WARE Dealer today!



WRITE FOR CATALOG SW-471

FOOD STORAGE PANS

for Steam Tables, Cafeteria Counters, Salad Units, Fountains, etc.

SECO COMPANY INC.

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school:

MILLER LEXINGTON provides lighting of high efficiency with extremely low brightness for true VISUAL COMFORT. Time saved on installation and maintenance—long dependable life—give you most value for your lighting dollars. Write for LEXINGTON catalog.



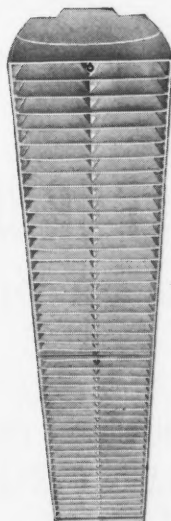
DESIGN: Functional—clean, simple lines.



EASY 2-way lamping—1 ladder position.



STRENGTH: Rigid 1-piece steel lower.



THE miller COMPANY
Meriden, Connecticut

LEADERS IN LIGHTING SINCE 1844

Catholic Education News

(Continued from page 199)

RELIGIOUS ORDERS

Anniversary Celebrated

The 250th anniversary of the founding of the Daughters of Wisdom was commemorated April 25, 1953, at a Solemn Pontifical Mass celebrated at St. Mary Gate of Heaven Church, Ozone Park, N. Y. Archbishop Thomas Molloy was the celebrant; the sermon was delivered by Very Rev. Eugene Mulligan, S.M.M., rector of Montfort Prep Seminary, Bay Shore, L.I. Pope Pius XII sent his special blessing to the Sisters, and to their friends and relatives.

Lithuanian Sisters Meet

Major superiors of four Lithuanian Sisterhoods founded in the United States met at Villa Joseph Marie High School, Newton, Pa., on April 6-7, 1953, to share their common responsibilities and experiences related to activities in novitiates, schools, missions, and hospitals. They met at the invitation of Mother M. Theophila, superior general of the Sisters of St. Casimir.

Present at the first meeting of the Institute were: Mother M. Theophila, and Sister M. Eucharista, community school supervisor of the Sisters of St. Casimir; Mother M. Aloisia, former superior general of the Sisters of St. Francis of the Providence of God, Pittsburgh, Pa., and Sister M. Gabrielle, school supervisor; Mother M. Annunciata, superior general of the Sisters of Jesus Crucified, Brockton, Mass., and Sister M. Imelda, school supervisor; Mother M. Aloysa, superior general of the Sisters of the Immaculate Conception, Putnam, Conn., and Sister M. Augusta.

At this meeting, specific programs were devised for the rehabilitation of refugee children of Lithuanian descent, for intensification of religious and professional training of young teachers, for mutual exchange of teaching aids and materials, and for unification of certain customs and practices in parochial work. The group decided to establish itself as a permanent advisory council, and to meet annually at designated places for the purpose of mutual help and inspiration.

A general meeting of Lithuanian Sisters—teachers, missionaries, and nurses—is contemplated for the future, and is to be held at the new and spacious Maria High School, Chicago, conducted by the Sisters of St. Casimir.

In the event other Lithuanian teaching Sisters, members of communities not mentioned above, are interested in the activities of the new Institute, they may seek information and apply for membership by writing to the president, Mother M. Theophila, 2601 Marquette Rd., Chicago 29, Ill., or to the secretary, Mother M. Aloisia, 4900 Grove Rd., Pittsburgh 27, Pa.

COLLEGES AND UNIVERSITIES

Degree in Religion

Very Rev. John A. Flynn, C.M., president of St. John's University, Brooklyn, N. Y., has announced that in September, St. John's University will open a course in religion leading to the degree of master of arts in sacred science. It will make it possible for high school teachers of

(Concluded on page 22A)



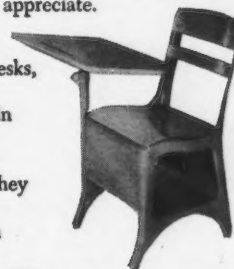
... And, you'll like them, too!

No matter what type of school you are buying for, GRIGGS modern school seating will bring pleasure to teacher, student and school board. The clean, modern design of GRIGGS tubular furniture, along with a choice of five appealing colors, will beautify the schoolroom... make it a pleasant place in which to teach. The sturdy tubular frame and the "body engineered" seat construction will help the children sit comfortably... feel better and work better. And the handsome, long-wearing Formica tops, the quiet-moving rubber mounted floor glides are just two of GRIGGS quality features that enhance the long term investment in seating. This, any school board can appreciate.

GRIGGS

Skyliner desks, too, are the finest in movable classroom seating. They provide maximum comfort

for students in every grade. Available in three matched sizes with easily adjustable desk tops. And, the GRIGGS modern, yet rugged design is a permanent asset.



Request GRIGGS Seating Catalogue for full information on classroom seating.

GRIGGS

EQUIPMENT COMPANY
BELTON, TEXAS

Manufacturers of
School, Church and Theater Seating

Catholic Education News

(Concluded from page 21A)

religion to obtain a training in theology similar to that given in the seminary.

Marian Institute

The Marian Library, at the University of Dayton (Ohio) will sponsor the first Marian Institute on June 10. Various phases of the teaching of the Church regarding Our Lady will be discussed.

A May Day Project

As a Christian answer to the Communists' appropriation of May Day, the Mariology Conference at Manhattan College, Riverdale, New York City, last year, inaugurated a Living Rosary candlelight ceremony. The second one was held on the college campus in the evening of April 30, 1953. A student carried a red candlelight for each Our Father followed by blue lights for the Hail Mary's, while each took his turn in saying one of the prayers.

May 1 was observed as "Prayer for Russia Day" by faculty and students. They attended Mass at 8:20, followed by continuous Rosaries from 9 to 11 a.m. At 11:30 they recited the Office of the Blessed Virgin. In the afternoon there was a procession, the recitation of the Our Father and Hail Mary according to the Eastern Church, and the prayer to St. Michael, official prayer of the Church of Russia.

Scholarships at C. U.

The Catholic University of America has announced that 160 half-tuition scholarships for the coming school year are available to graduate students. Applicants should write to the Registrar, Dept. G., Catholic University of America, Washington 17, D. C.

European Study-Tour

St. Louis University and Seton Hall University (South Orange, N. J.) will co-sponsor a unique "classroom in Europe" this summer in which American students will make a 7-week study-tour of European universities to study first-hand the subject, "Contemporary Problems of Western Europe."

The course, which will carry full college credit and is open to college students throughout the country, will be directed by Dr. Thomas P. Neill, professor of history at St. Louis. The course will begin with an air flight from New York to Paris on July 10 and conclude with a return trip on August 31.

July 12-27, the students will hear lectures at the Institute Catholique in Paris, with the opportunity of meeting and talking with various officials of UNESCO, SHAPE, and NATO. August 4-14, the group will be at the University of Munich, and August 15-25 they will hear lectures at the Domus Pacis in Rome. From August 26-28, the group will be at Nice, and August 29-30 at Geneva, where they will meet various United Nations officials and World Brotherhood officers.

The tour will also include a week's free time in Paris, with optional tours from Paris, and

during the stay in Munich. In Rome the group will obtain a private audience with Pope Pius XII, and have the opportunity of optional air pilgrimages to Athens and the Holy Land.

Groups Study TV

The use of closed-circuit theater television in New York City as part of a career conference for high school students, held there March 21, has given impetus to a study of the medium as a method of conveying career information on a national scale.

Three organizations—the National Vocational Guidance Association, the American Broadcasting-Paramount Theaters, Inc., and New York University—will explore the possibilities in a series of discussions within the next few weeks.

Preliminary discussions were assured when the National Vocational Guidance Association, at its annual convention in April, named a representative, Miss Mary J. Drucker, to a joint interim committee.

Initial discussions will also include Irvin Sulds, of New York City, theater television consultant to American Broadcasting-Paramount Theaters, Inc., and James W. Armsey, assistant to the chancellor of New York University. Both Mr. Sulds and Mr. Armsey were members of the joint committee which worked with the New York Technical Societies Council in planning the three-theater conference for New York City high school students interested in science and engineering.

The success of this venture on a local scale prompted further study of theater television as a means of reaching young men and women with information about many careers.



Wm. C. Jason Comprehensive High School, Georgetown, Del.
Victorine & Samuel Homsey, Arch.

This school combines vocational training with a regular high school program. Its unique flexible plan allows for expansion. The Halsey Taylor Coolers were used in vocational departments, and wall fountains in corridors.

THE HALSEY TAYLOR CO., WARREN, OHIO

Halsey Taylor
DRINKING FOUNTAINS



EXTRA YEARS

of Clean, Safe, Quiet Operation

... at low initial cost



TODD BURNERS
GAS OR OIL



COMBUSTION EQUIPMENT DIVISION

TODD SHIPYARDS CORPORATION

81-16 45th Avenue
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Why it's easier to teach in a Honeywell-controlled classroom



Teachers find students are generally *more alert and receptive to instruction* in classrooms where level temperatures, adequate fresh air and proper humidity are correctly co-ordinated. The best way to co-ordinate these vital factors is to have Honeywell's Individual Room Temperature Control System.

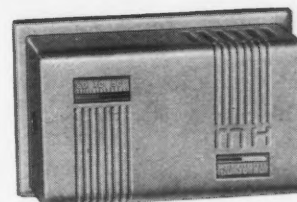
Today, Honeywell Control Systems are providing ideal classroom atmosphere for thousands of students and teachers in schools everywhere.

Whatever your requirements—electronic, electric or pneumatic controls for heating, ventilating, hot water, and refrigeration equipment—Honeywell can

meet them from their complete line.

Honeywell service is complete, too! A skilled Honeywell engineer will advise you on new installations, modernizations, or help you on any maintenance needed for your present control system. Just contact one of Honeywell's 104 offices, located in key cities from coast to coast.

For a copy of Dr. D. B. Harmon's booklet, "Controlling the Thermal Environment of the Co-ordinated Classroom," or the interesting folder, "5 Ways Teachers Can Improve Learning," write Honeywell, Dept. CJ-6-130, Minneapolis 8, Minnesota.



The importance of Individual Room Temperature Control

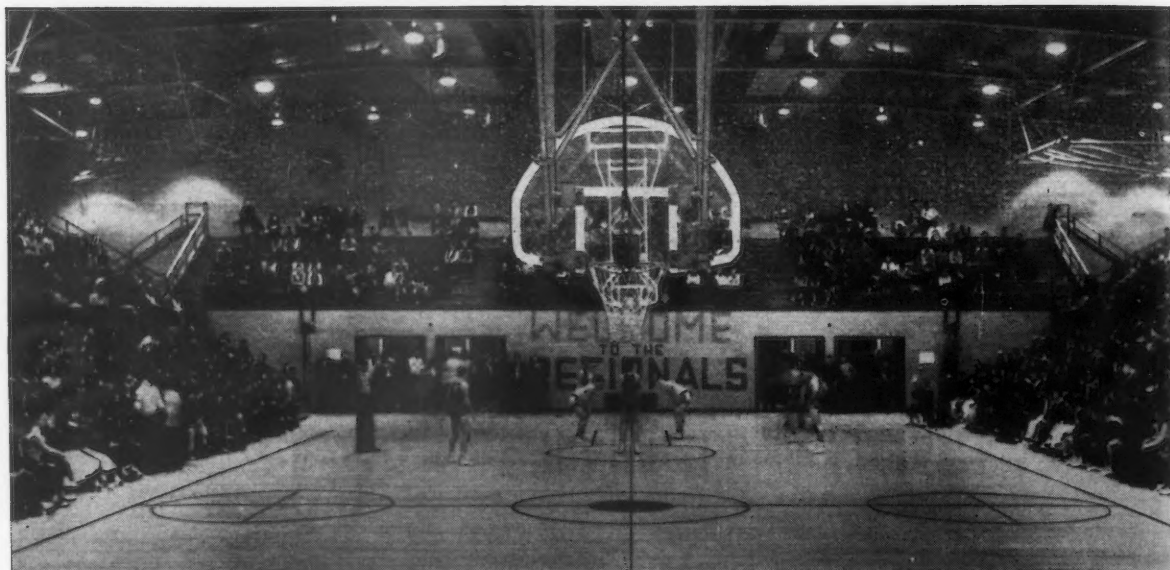
When each room has its own Honeywell Grad-U-Stat (shown above), heat and fresh air can be regulated to meet the changing conditions that affect students' comfort. For example, the Grad-U-Stat can be set to supply less heat and more fresh air during tests or increased classroom activity.

MINNEAPOLIS
Honeywell



First in Controls

HORN GYMS WORK NIGHT AND DAY



NIGHT brings exhibition games, the paying crowd . . . Horn Folding Gym Seats extend, partitions fold back, to make ample room for the crowd and the game. Full chair

height of seats assures spectators greater comfort, enjoyment. *Safe*—each row automatically locks as it opens! Each seat and foot board is supported directly to floor.



DAY brings practice, classes . . . Horn electrically operated partitions easily extend to divide floor space for multiple gym use. Horn seats fold against the wall to provide a *smooth sloping surface*, real protection for player's *vital zone*!

Horn

Your local Horn representative helps you plan for maximum gym use. Horn factory crews supervise installation. Horn equipment gives years of trouble-free service. Write today for details on Horn folding gym seats and folding partitions . . . and the new Horn folding stages!

SCHOOL EQUIPMENT DIVISION OF

THE BRUNSWICK-BALKE-COLLENDER COMPANY • 623 SOUTH WABASH AVE., CHICAGO 5, ILLINOIS

New Books

(Continued from page 200)

copy write to U. S. Office of Education, Washington 25, D. C.

Young Catholic Messenger for the Blind

A Braille edition of the *Young Catholic Messenger* has been inaugurated by the Xavier Society for the Blind, 154 East 23 St., New York 10, N.Y. Rev. John H. Klocke, S.J., is the national director of the Xavier Society. Through co-operation with the Geo. A. Pflaum Company, publishers of the regular editions of the *Messengers*, the Braille edition will be a nonprofit project.

Honor Your Partner

By Ed Durlacher. Cloth, 286 pp., \$7.50. Devin-Adair Company, New York 10, N. Y.

Square dancing—the bugaboo of many a classroom teacher and pupil—and the joy and exhilaration of many another. How can you find the same joy and exhilaration in this rapidly growing American pastime as well as learn to teach it better? By actually doing it yourself and by adding to your professional library such books as Ed Durlacher's *Honor Your Partner*.

The greater part of his book is taken up with complete explanations of American square dances. The music for each is included along with the calls and the dance description synchronized with the music. There are 81 dances giving a teacher a large fund from which to draw.

Eleven famous callers have contributed one of their favorite dances with their own inimitable patter. General instructions for learning to call are given under "A Word to the Caller." New patter (incidental talk between calls to add to the color and humor of the dance) is found in the section "Supplementary Calls."

As to methods of teaching, there is a logical progression, starting with the simpler calls which will give novice groups a feeling of being able to really square dance almost immediately, and building up gradually to more complex patterns.

The picture section clearly visualizes how the various figures will look when the students do them. There are two comprehensive lists at the back, one of records and one of books on the subject. Also included is a glossary of square dance terms.—Virginia B. Weiler.

Sea of Glory

By Francis B. Thornton. Cloth, 244 pp., \$3. Prentice-Hall, Inc., New York 11, N. Y.

The story of the famous four chaplains who sacrificed their lifejackets and went down with the *Dorchester* off the coast of Labrador in 1943. The book consists of four individual biographies and the story of the *Dorchester's* sinking.

Earned Degrees Conferred by Higher Educational Institutions, 1951-52

By Robert C. Story. U. S. Office of Education, Circular No. 360, December, 1952. Published by U. S. Office of Education, Washington 25, D. C.

This "report" is based on data from 1327 institutions of higher education in the United States (including the outlying parts) that are on record as granting the bachelor's degree or degrees beyond the bachelor's. The report covers the period from July 1, 1951, to June 30, 1952. Of the 1327 institutions from which information was requested, returns were obtained from 1306. For the 21 institutions which either did not respond or whose reports were filed too late to be included in this tabulation, the reports for the previous year were

(Concluded on page 26A)



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BISHOP McCORMICK, RECTOR OF C. U., DIES

As this issue of the CATHOLIC SCHOOL JOURNAL was being printed, word arrived of the death of Most Rev. Patrick J. McCormick, Auxiliary Bishop of Washington, D. C., and Rector of the Catholic University of America. He was buried from the Shrine of the Immaculate Conception at the University on May 22.

Bishop McCormick was born on December 10, 1880, at Norwich, Conn. He was ordained in 1904 at Hartford. At the twenty-fifth anniversary of his ordination he was appointed a domestic prelate by Pope Pius XI. He was consecrated a Bishop on September 21, 1950.

After serving for four years as superintendent of schools of the Diocese of Hartford, he came to the Catholic University as instructor in education and later became head of the department of education. He has also served as dean of the Sisters College at the University. He was the oldest cleric in point of service at the Catholic University.

At the death of Bishop Corrigan in 1942, Bishop (then Monsignor) McCormick, the vice-rector, assumed the duties of acting rector and was appointed Rector in 1943.



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New Books

(Concluded from page 25A)

used in order to present an all-inclusive national total.

The numbers of degrees granted are listed by states and by individual institutions and are classified as bachelor's or first professional, master's or second professional, and doctors. They are further classified according to field of study, as agriculture, biology, education, etc. This latter classification suggests that the report could be helpful to counselors in locating colleges where their high school graduates may find the specialties they want. Just for example, if a prospective student is seeking a Catholic college that grants degrees in, say education, engineering, medicine,

social sciences, etc., he can see whether a particular institution is granting degrees in this subject.

General Psychology: A Study of Man Based on Saint Thomas Aquinas

By Robert Edward Brennan. Cloth, rev. ed., 524 pp., \$5.50. The Macmillan Co., New York, N. Y., 1952.

This revision of a popular textbook in Catholic colleges is by the visiting professor of psychology at the University of Montreal and contains prefaces by Dr. Rudolf Allers and Father Charles A. Curran, St. Charles College and Seminary at Columbus, Ohio.

The author presents the facts about vegetative life, sensitive life, and intellectual life in the framework of Catholic philosophy. However, the

framework forms the basis for the presentation of scientific fact. As the author comments, "... scientific psychology forms the groundwork of every science to the extent that it studies the laws underlying all our mental processes and makes test and trial of the best methods of learning." He mentions the function of experiments on formation of habits, physiology of the passions, the range of human abilities, and character traits. He makes specific note of the contribution of laboratory work in the fields of perception and imagery.

Concluding his discussion of the value of scientific psychology, Father Brennan declares "... the findings of the laboratory furnish the alert philosopher with deeper insight into many facts and principles that he has hitherto known only in their surface aspects."

It is worthwhile to have a revised edition, after 15 years, of this comprehensive and well done work on scholastic psychology.—Richard S. Fitzpatrick.

Riches From the Earth

By Carroll L. Fenton and Mildred A. Fenton. Cloth, 160 pp., \$2.75. The John Day Company, Inc., New York, N. Y.

Here is a book about the rare and everyday riches that come from rocks in the earth. It tells what they look like and where they are found; it traces their origin during ancient times, tells how they were taken from the ground then, and describes their present most important uses. Simple, informative material and pictures for the upper grades.

Manual of Prayers

For children in Catholic grade and high schools. Compiled and illustrated by the Sisters of the Adoration of the Most Precious Blood, O'Fallon, Mo. Cloth, 95 pp., 50 cents (liberal discount in quantities). Order from the Sisters of the Adoration of the Most Precious Blood, O'Fallon, Mo.

This *Manual of Prayers*, compiled for the purpose of enriching the prayer-life of children in the schools conducted by the Sisters of the Most Precious Blood of O'Fallon, Mo., has proved so successful during the past three years that the *Manual* is now being offered for use in other schools.

Designed for use in the classroom the *Manual* is necessarily limited in the choice of prayers. Other prayer books and missals provide for assistance at Holy Mass, reception of the sacraments, holy hours, and the like. Such prayers and devotions have not been included. In addition to the customary prayers commonly known among Catholics, the program includes a selection of Psalms and the New Testament Canticles, rich in imagery and inspiration. Preceded by an "application," these divinely inspired prayer songs are arranged to give the child a graduated development in this form of prayer. They also attempt to follow the cycle of the Church's liturgical year.

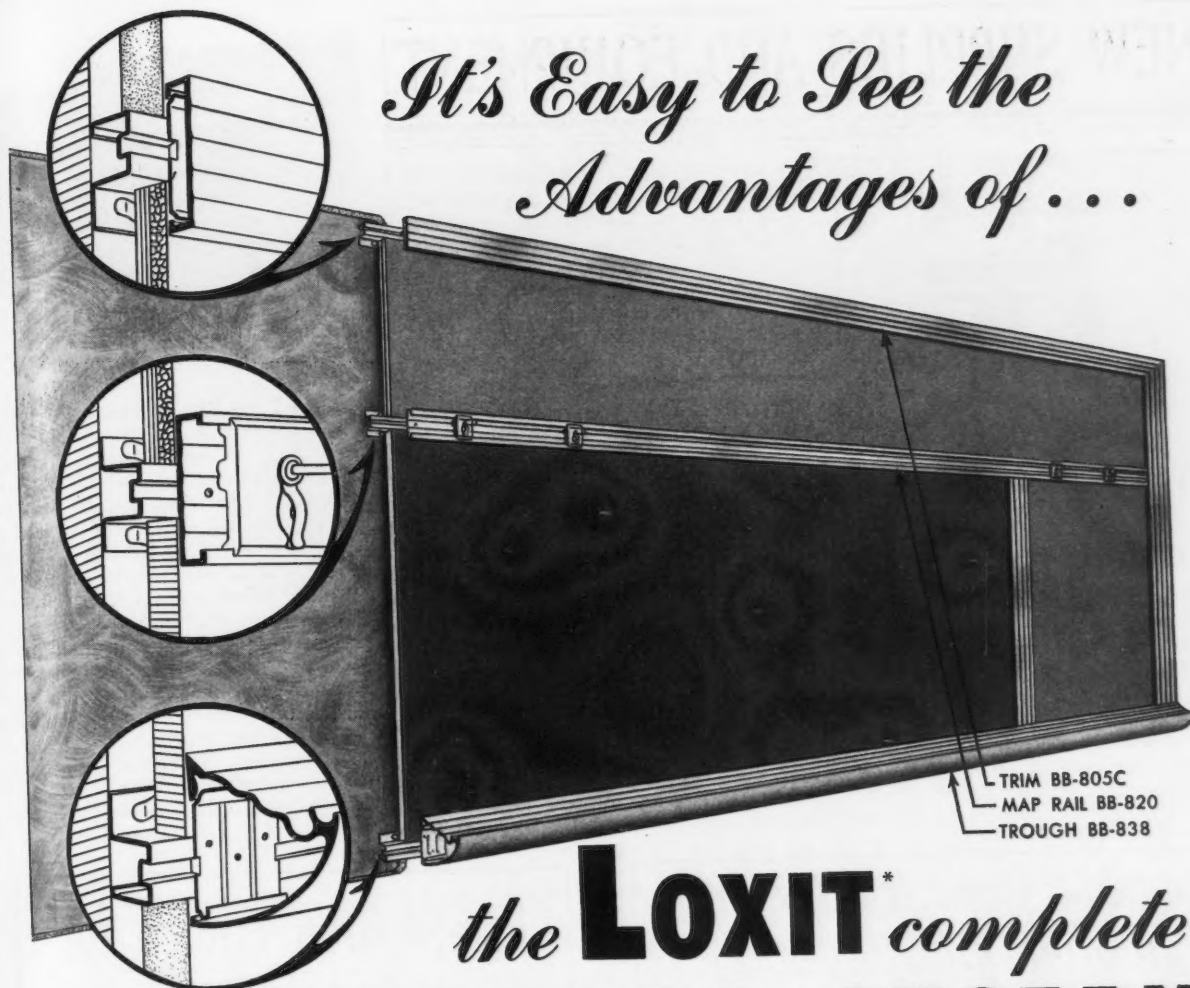
The illustrations are devout, simple liturgical symbols and figures with fitting verses; the explanations of each illustration are included in the back of the book. A schedule of prayer, an aid in the use of the *Manual*, is appended to the book for each of the grades from second through high school.

Dear Sister

By Catherine de Hueck. Cloth, 80 pp., \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

"This, dear Sister, is what Catholic youth need from you to change the world" is in effect the message of this little book. The famous promoter of Catholic Action (and an outstanding example) writes in her simple, direct letter-style on vocations, hunger and love, poverty, always in tune with the theme, the Catholic Lay Apostolate. Those who enjoy Mrs. Doherty's writings will not remain untouched by her thoughts on this subject.

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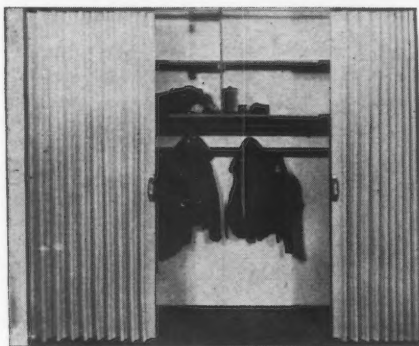
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Check it point by point and see how neatly the Loxit Complete Chalkboard System provides the answers to ALL your chalkboard problems. The beautifully-designed LOXIT TRU-SNAP All-Aluminum Trim is available for both plastered-in and surface-applied installations. It is attractive, simple to erect, easy to maintain. The anodized "GLO-DULL"^{*} finish does not tarnish and never needs painting or refinishing. LOXIT-TYLAC RITE GREEN Chalkboards meet all classroom requirements. They provide an excellent writing surface; are easy-erasing, strong, waterproof and washable. LOXIT-TYLAOKORK Tackboards stay soft and spongy even under long and hard usage. Pins and tacks go into the cork easily, hold tight, and the holes close when they are removed. The Loxit Research Department, headed by an architect, is available without obligation to architects, contractors and school authorities to help solve any and all problems in this field.

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NEW SUPPLIES AND EQUIPMENT



CLOAKROOM EXTENDOORS

New Extendoor Boasts Advantages

The new Extendoor, manufactured by the E. H. Sheldon Equipment Co., Muskegon, Mich., has all the space-saving, room-making advantages of the accordion-folding door, plus other advantages that make it easier, smoother, more satisfying to operate. The "extendible X" extension device, the same principle used in the familiar baby gate and telephone rack, sets

up in Extendoor a continuous chain of leverages and pivots that applies simultaneous, balanced action throughout the entire framework of the closure. It needs only a light touch for operation, applied at any point on the leading front post, with no binding and no jamming.

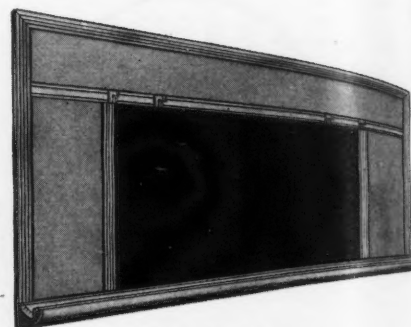
The "X" designed principle of operation permits other improved features to be built into the door. A more rigidly strong, yet more flexible interior framework, with full-height vertical panels, rustless, mildew-proof, give permanent backing to the fabric-folds. Panels effectively trap sound from penetrating or bouncing back.

For further information write: E. H. Sheldon Equipment Co., Section C.S.J., Muskegon, Mich.

(For Convenience Circle Index Code 030)

Loxit-Tylac Rite Green Chalkboards Added to Line

The Loxit complete chalkboard system provides a comprehensive service which includes an all-aluminum snap-on chalkboard trim, chalkboards, tackboards, horizontal and vertical sliding boards, easel boards, bulletin boards, display and trophy cases.



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Loxit-Tylac Rite Green chalkboards have a low reflectance. Initial reflectance tests only 14.5 per cent, and after repeated erasures and cleaning, only 18.5 per cent. Between 15 per cent and 20 per cent is considered ideal. The "Rite Green" color is rated excellent by lighting engineers. It does not fade and retains its initial low gloss after breaking in. Chalk moves across the board smoothly and without effort, and adheres to the surface in a uniform and clean line when writing. Visibility and reflectance tests likewise prove the excellent washability of the Loxit-Tylac chalkboards.

For further information write: Loxit Systems, Inc., Section C.S.J., 1217 W. Washington Blvd., Chicago 7, Ill.

(For Convenience Circle Index Code 031)

(Continued on page 33A)

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Their regulation Snowwhite attire gives many girls their first opportunity to dress on a new and delightful level with other girls. How they appreciate it — and how helpful it is to you in their development.

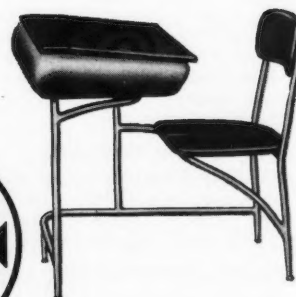
Parents are quick to appreciate the savings and other advantages gained when their daughters can dress so well and so economically.

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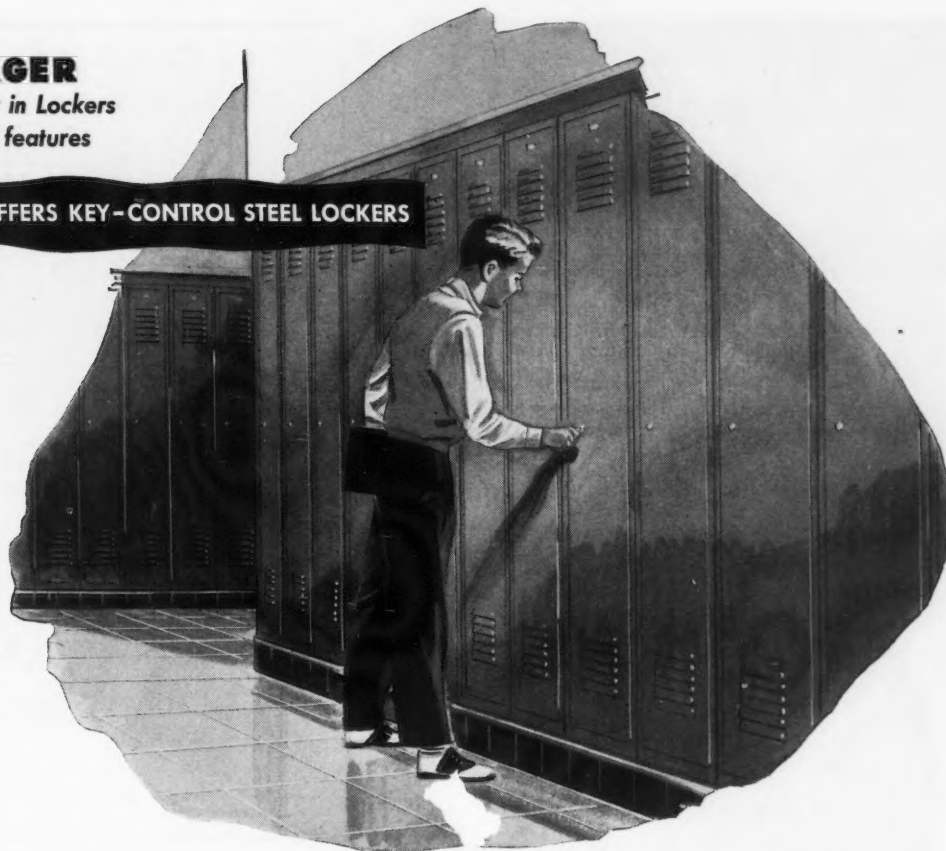
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Its key is the only handle this revolutionary new school locker requires. Students actually carry locker handles on their key rings. Result: no projecting handles to invite noise. No handle maintenance, either.

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Incorporating famous Berger "three-point" locking mechanism in its fool-proof operation, Key-Control is the latest in the long line of improvements which have made Berger the leader in lockers for every purpose. For complete details on this newest addition to the complete Berger line, consult your Berger representative; or, write "locker headquarters" direct. Remember, *only Berger offers you handle-free Key-Control Steel Lockers.*

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American SINGLE-PUPIL TABLES LEAD TO BETTER CLASSROOM RESULTS

These single-pupil tables embody major advances in design that help make teaching and learning easier. Adaptable to any desired classroom grouping. The sturdy twin oval-shaped standards tend to reduce excessive movement and scraping of chairs. Plywood tops are bonded with hot-press urea-resin, and durably lacquered. Sanitary, one-piece steel book-boxes. Full-length pencil tray inside. Inkwell is optional. Heights: 21, 23, 25, 27, 29 inches.

Envoy Chair No. 368 affords real comfort, with deep-curved back rails—the lower one self-adjusting to fit each occupant. Heights: 11, 13, 15, 17 inches.



**NO. 328 WITH
"TEN-TWENTY"
BOOK-BOX**

The exclusive "Ten-Twenty" top (20 1/4 x 24 inches) is quickly, easily positioned at 20° slope for reading, writing and drawing; or conventional 10° slope—also level position for manipulative tasks, group discussions.

NO. 324 WITH LIFTING LID →

This popular table, with non-slam friction-controlled lifting lid usable in level position, or at 10° slope. Top is 18 x 23 3/4 inches.



← **NEW! NO. 329 WITH OPEN BOX**

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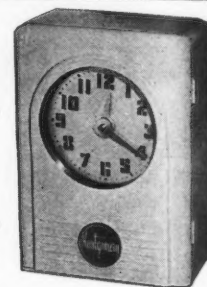
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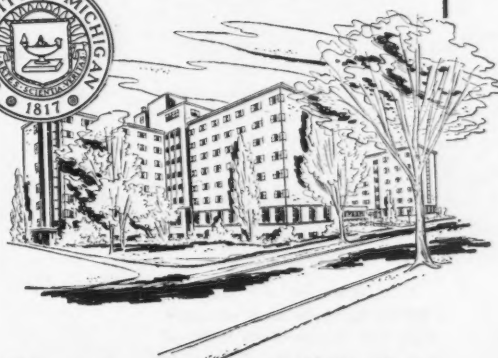
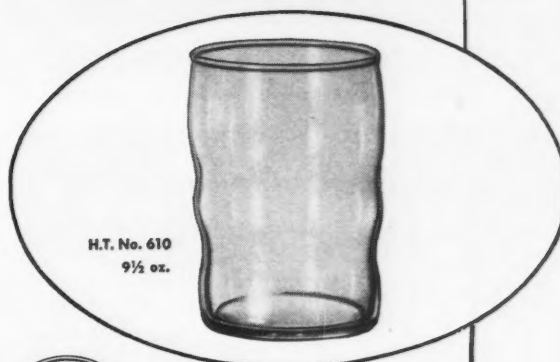
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non-existent*

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on Libbey Heat-Treated Tumblers
in feeding its 1200 students**

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For added safety, every Libbey glass has a chip-resistant rim . . . at the spot where most glassware chips first! This feature means added economy through reduced breakage, smaller needed inventory and fewer glassware replacements. And every Libbey glass has the additional money-saving protection of this famous guarantee: "A new glass if the rim of a Libbey 'Safedge' glass ever chips!"

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This recently completed University of Michigan South Quadrangle Residence Hall was built at a cost of well over 5½ million dollars. It is recognized as one of the most modern dormitories in the country. 1200 students live here according to the Michigan House Plan which divides the Quadrangle into seven house groups and four dining rooms.

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ESTABLISHED 1818



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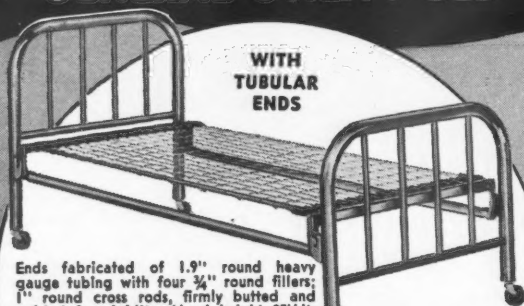
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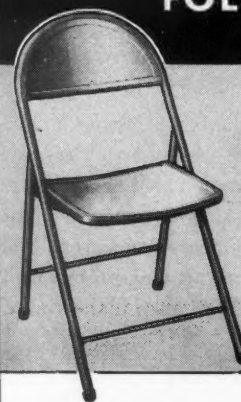
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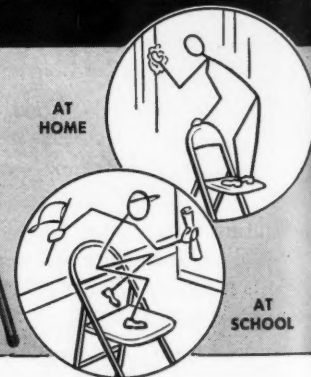
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Send for "Manual
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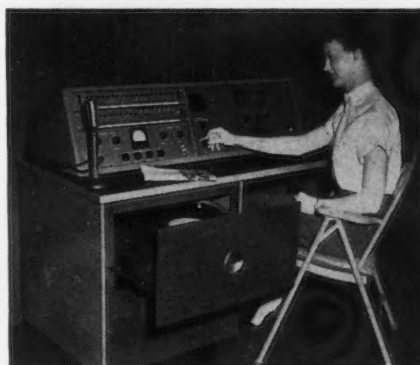
New Supplies

(Continued from page 28A)

RCA Sound Control Consolette Available

A new sound consolette for communications and administrative control of sound systems in schools and industrial plants was announced by the RCA Victor Division, Radio Corporation of America.

The new RCA type MI-14937 single-channel desk-top consolette is designed to provide recorded programs, radio programs, or local-origin sound programs and announcements to selected areas or to all areas reached by the sound system. The



SOUND CONSOLETTTE

unit serves up to 20 rooms or areas, but can be expanded to 60 rooms if required. Provision is also made for adaptation of the program channel for intercommunication use when desired. A separate intercommunication channel is optional.

The consolette is provided with RCA's unique unit-built turret housings, which allow for future expansion. The units may be mounted on a standard table or desk, or on any of several RCA unit-built cabinet bases.

For further information write: *RCA Victor Division, Radio Corporation of America, Section C.S.J., Camden, N. J.*

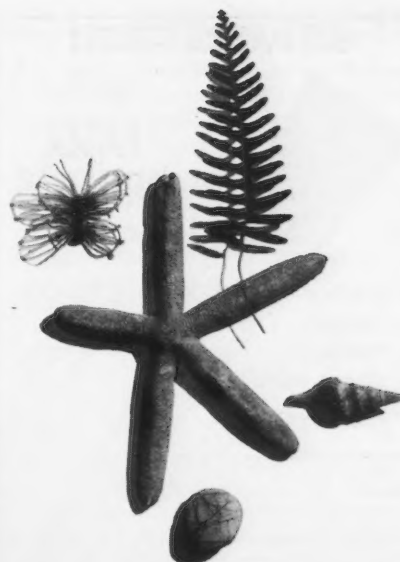
(For Convenience Circle Index Code 032)

Underwood Electric Offers New Features

A new Underwood Finger-Flite Electric typewriter, available in 5 models and designed for functional efficiency, has been released by the manufacturer. This electric typewriter, finished in soft gray with harmonizing dark blue base and control keys, has a new Finger-Flite keyboard. The key-tops, especially created for speed and finger comfort, are light gray. Color controlled function keys in dark blue such as the electric margin and repeat forward spacer, give instant color control between the operating and feature keys.

The Underwood Electric's top plate has been redesigned to give greater visibility of

(Concluded on page 34A)



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Here you can try your hand at making your own original creations—Examine outstanding contemporary exhibit material, fresh from leading schools and studios—Join in lively group discussions and demonstrations—See and enjoy the finest collection of visual lecture material available—Exchange ideas with enthusiastic educators and craftsmen from all parts of the country and abroad.

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Long Handle

NEVER
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- casein
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- show card

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Size:	1/4	3/8	1/2	5/8
Length:	7/8	1	1 1/8	1 1/4
Each:	.33	.39	.50	.55

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1 1/2	1 5/8	1 7/8	1 3/4	1 7/8	2 1/8
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New Supplies

(Concluded from page 33A)

the writing line and to give the machine a lower appearance. Other improvements include a wider writing line margin from 10 inches on the Model 12 to 25 inches on the Model 26; a new carriage positioning scale; a three-position paper bail; a new push-in type variable line spacer, and a new impression control dial to select automatically the proper key impact for any desired number of carbon copies.

For further information write: *Underwood Corporation, Section C.S.J., 1 Park Ave., New York 16, N. Y.*

(For Convenience Circle Index Code 033)

Da-Lite Introduces
3-Dimension Screen

A new, advanced projection screen, called "Black Magic," specifically made for stereo viewing, has been introduced by Da-Lite Screen Co., Chicago. Although primarily a three-dimension screen, the new Black Magic is equally adaptable for standard black and white, or color projection. The new screen is the result of years of experimentation which finally hit upon this fabric which combines small particles of silver flakes with a controlled application of crystal beads to reach a new height of slide viewing satisfaction.

To assure projection fans of a completely modern screen, the company has incorporated the automatic features of their new "Push-Button Challenger" screen. A simple touch of the Push-Button and an extension tube pops up, legs glide open and the screen is ready to be set in any one of four screen heights. Size and wearability features are also present, making the screen an outstanding aid in the field.

For further information write: *Da-Lite Screen Co., Inc., Section C.S.J., 2711 N. Pulaski Rd., Chicago 39, Ill.*

(For Convenience Circle Index Code 034)

Catholic Children's
Book Club

147 East 5th St., St. Paul 1, Minn.

Selections for June, 1953

Picture Group — P

Eric on the Desert, by Jerrold Beim, Morrow, \$2.

Intermediate Group — A

The River Horse, by Nina Frey, Wm. R. Scott, \$2.50.

Older Boys — B

The Adventures of Pancho of Peru, by Albert J. Nevins, Dodd, Mead, \$2.75.

Older Girls — C

Silver Yankee, by Lee Wyndham, Winston, \$2.50.

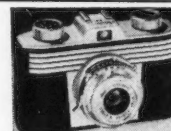
Knowledge Builders — D

Abraham Lincoln, by Jeanette Covert Nolan, Messner, \$2.75.



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to do for God. And it comes to
me that the best way to empha-
size by petition is to assume the
posture of a supplicant. . . .

Catherine de Hueck

(This is an excerpt from one of
the 16 provocative letters which the dynamic
author of *Dear Bishop* and *Dear Seminarian*
has now written to you, a teaching Sister,
and presents in her most recent book, *Dear*
Sister, which is published by Bruce, 606 Bruce
Bldg., Milwaukee, and is priced at \$2.00.)

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THE CATHOLIC SCHOOL JOURNAL

June, 1953

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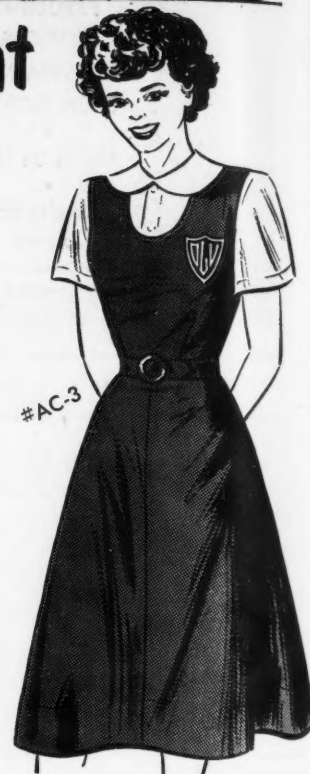
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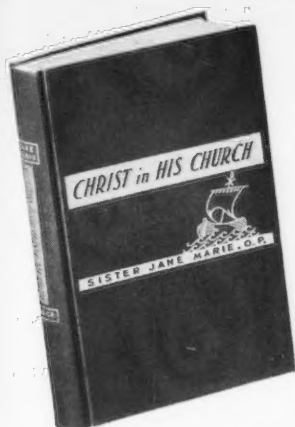
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